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ABSTRACT

The guide's concepts are designed as ideas that could be used to develop various career education concepts and objectives at the kindergarten level. The activities are to be integrated into the existing curriculum, sequenced, and adapted to meet the needs of all people involved in education at the local school. The purpose of the guideline, a K-6 career education philosophy, summary of objectives and concepts to develop (grades K-6) are outlined. Career education activities have been organized as they relate to three personal and world-of-work oriented objectives and to the following major subject areas: awareness of self-worth; structure of families, home and family; safety; self-awareness; awareness of environment; immediate neighborhood; holidays; and birds. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes class discussions, singing songs, pasting pictures, filmstrips, drawing, role playing, games, reading, and making displays. Guidelines for resource people and field trips, a suppliers address list, and interviewing guideline are appended. (Author/NH)

KINDERGARTEN

ED 050086

AWARENESS

ATTITUDES

SKILLS

APPRECIATIONS

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Kindergarten Classroom Activities

of the

North Dakota Exemplary Project in Career Education

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PREFACE

The 1968 Vocational Education Amendments called attention to the need for innovative programs in education that would help students bridge the gap between school and work. In response to this legislation the State Board for Vocational Education in cooperation with the Department of Public Instruction, the Bismarck Public School District, and others have initiated a developmental program in Career Education. This program has been developed and field tested in the Bismarck District and other schools that have asked to become involved during 1970 - 1973.

The following materials have been compiled by the staff of North Dakota's Exemplary Career Education Program with the assistance of many individuals and groups. The contents are designed as ideas that could be used to develop various Career Education concepts and objectives. The activities are to be integrated into your existing curriculum, sequenced, and adapted to meet the needs of all people involved in education at the local school.

ACKNOWLEDGMENTS

The staff of the State Exemplary Project in Career Education gratefully acknowledge the help of the teachers, administrators and counselors in the Bismarck Public Schools for assistance in the development and field-testing of the suggested activities.

In addition to the personnel in the Bismarck School District many individuals and groups contributed to furthering the effort of Career Education in North Dakota. The project staff extends a special thank you to the staff of the State Board for Vocational Education, members of the Department of Public Instruction, and all other school districts, agencies, and individuals that helped make this publication a reality.

PURPOSE OF THIS GUIDELINE

The Career Education reference material included in this guideline represents information that will be helpful to teachers in achieving the goals of a Career Education program.

The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes and skills essential to productive living. Within this flexibility, there is a planned sequence from one grade level to next. The needs of the students, the involvement in the world of work and the classroom facilities should determine the selection of resource units to be utilized.

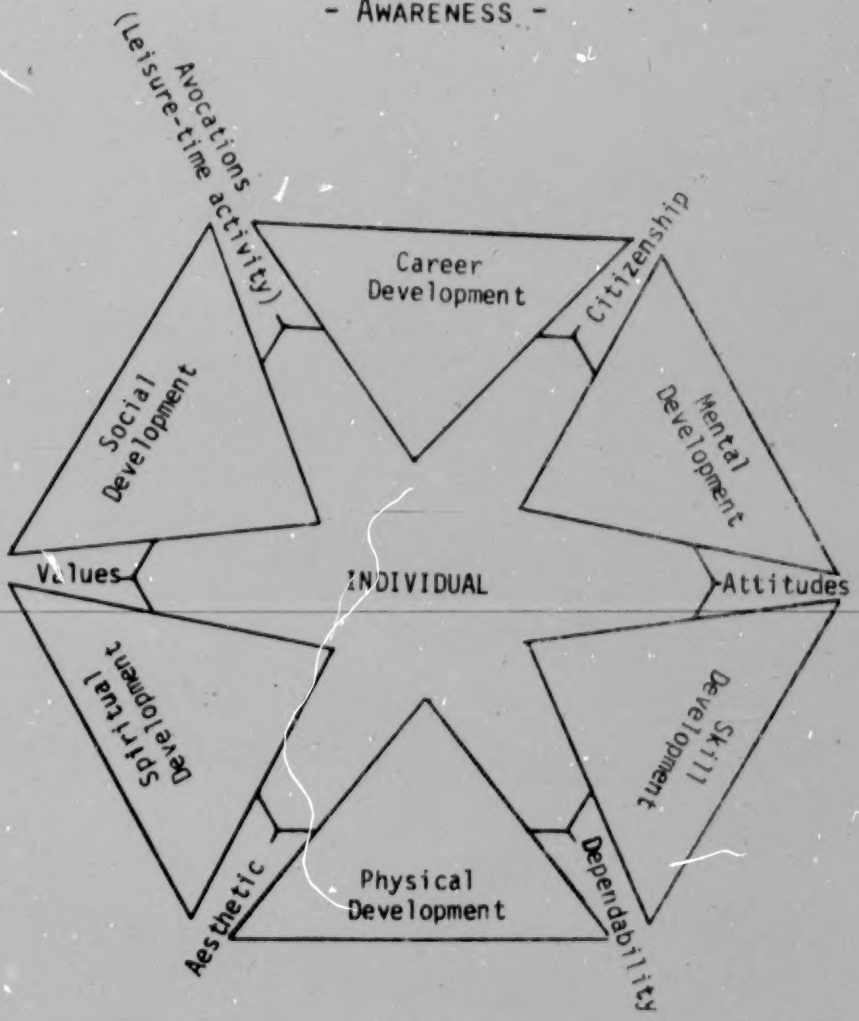
This guide does not provide a framework for a separate unit on careers. Rather, it is expected that learning experiences from the guide will be incorporated into existing units of instruction.

This guide is organized around three major objectives. To achieve these objectives the activities include expected student behavior and suggested learning experiences. Teachers are encouraged to add other goals and learning experiences which they have found successful.

The Career Education activities in this guide have been organized in the Table of Contents as they relate to the major subject areas and the three broad objectives. With this structure, the teacher has a ready reference for the selection of an activity appropriate for that area of the curriculum. In using the activities, the classroom teacher should make special note of the format as it applies to the student and teacher needs. Provisions have been made for a broad objective and supportive techniques. Also, suggested resources have been listed to help the teacher and student work out a plan of study. It is not intended that the teacher be limited to the activity as presented. Rather, it is to be thought of as a point of departure in accomplishing the desired objectives.

CAREER EDUCATION PHILOSOPHY (K-6)

- AWARENESS -



INVOLVEMENT OF HOME, COMMUNITY, AND SCHOOL

INDIVIDUAL DEVELOPMENT

Career development is that one aspect of life-long individual development which relates to the occupational needs of the individual and which occurs with social, emotional, mental, physical, spiritual, and skill development. All facets of individual development are integrated with each other in a life-long continuing process.

Career Education in the elementary school provides for helping individuals build positive self-images, positive attitudes toward all work and workers, and a broad orientation to workers and occupations.

Emphasis on the career development of the individual calls upon teachers, administrators, counselors, parents, and the business community cooperatively searching for ways of providing meaningful activities and experiences for students. These activities should not be taught as an isolated course. An integrated approach giving emphasis to Career Education concepts when and where the appropriate opportunity arises will provide meaning and purpose to the curriculum.

SUMMARY OF CAREER EDUCATION OBJECTIVES

I. PREPARE FOR MAKING CAREER DECISIONS

- A. Know own characteristics relevant to career decisions.
- B. Know the characteristics and requirement of different careers and occupations.
- C. Relate own personal characteristics to occupational requirements.
- D. Plan for career education or change.

II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

- A. Have generally useful numerical skills.
- B. Have generally useful communication skills.
- C. Have generally useful manual-processing and decision-making skills.
- D. Have generally useful interpersonal skills.
- E. Have employment-seeking skills.

IV. PRACTICE EFFECTIVE WORK HABITS

- A. Assume responsibility for own behavior.
- B. Plan work.
- C. Use initiative and ingenuity to fulfill responsibilities.
- D. Adapt to varied conditions.
- E. Maintain good health and grooming.

V. HAVE POSITIVE ATTITUDES TOWARD WORK

- A. Recognize the basis of various attitudes toward work.
- B. Hold competence and excellence in high regard.
- C. Seek personal fulfillment through own achievements.
- D. Value work in terms of societal goals.
- E. Pride in work improves quality.

VI. HAVE A POSITIVE IMAGE OF SELF

- A. Understand feelings toward myself and others.
- B. Understand and accept my similarities and differences.
- C. Identify, clarify, accept, or change my values.
- D. Assume responsibility toward self and society.
- E. Recognize inherent capabilities.

CONCEPTS TO DEVELOP (GRADES K-6)

1. Specialization leads to interdependency.
2. Geographical location determines kinds of work found therein.
3. Individuals live in a particular geographical location due to the nature of their work.
4. People need to speak well in their work.
5. People need to be able to listen in their work.
6. People need to be able to write in their work.
7. Reading helps people in their careers.
8. The ability to communicate effectively helps a person work well with other people.
9. Understanding of mathematics helps people in their work.
10. Money is the chief form of barter in our society.
11. An understanding of science helps people in their work.
12. Having a scientific attitude (problem solving) helps people in their work.
13. Advances in science change work.
14. Advances in science have altered the occupations that produce goods and occupations that produce services.
15. Some people work to help us stay healthy.
16. Some people specialize in their work to keep us healthy.
17. There are many jobs associated with physical education.
18. Music, art, and drama give people pleasure.
19. Some people have occupations in fine arts to give us enjoyment.
20. Careers in the fine arts often require special training.
21. There are many jobs associated with fine arts.
22. Self-understanding is important in making career decisions.
23. Leisure time activities affect career choice.
24. Individuals differ in abilities, interests, attitudes and values.

CONCEPTS TO DEVELOP (Grades K-6) Cont.

26. Supply and demand of goods influences the kinds of workers found in the community.

27. People work for various rewards.

28. Math concepts are necessary in communicating.

29. A healthy body is essential to a productive worker.

30. Many people have special training for work.

31. Recreational activities expand interests.

KINDERGARTEN OBJECTIVES

I. To develop social growth.

II. To develop self-awareness.

III. To develop positive attitudes towards the world of work.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: At the end of this learning experience each child should be able to orally describe two ways that he is like someone else and two ways he is different.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Participate in discussion of names. 2. Tone match with "I am John" when teacher sings "Who Are You?" 3. Participate in game. Turn to child and say "Good morning, John." John answers, "Good morning, Jane," then turns to next child etc. until each has a turn. 4. Collect pictures of five and six year olds from magazines and newspapers and make a collage of faces for a bulletin board display. 5. Discuss similarities and differences between people.	1. Teacher writes her name on the board and reads it to children. 2. Ask children their names. 3. Discuss first and last names, bring out fact that members of same family often have same last names but different first names. 4. Sing "Who Are You?" having children answer matching time. (sol-sol-mi) 5. Have two children stand in front of class. Other children describe ways in which they are alike and ways in which they are different.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: To help the children realize that although people have many physical likenesses in common each person is unique.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Children discuss and describe themselves. 2. Discuss and help children realize significance of being unique, and to understand that being different is not the same as being peculiar. 3. Sing song.	1. Have children look at themselves in a mirror. Ask the pupils to draw self-portraits. 2. Play a game with this imaginative introduction: "One by one, you may take turns sitting up here in Alfred's magic chair and describe yourself to Alfred. Teacher may also describe a child without revealing the identity or the person he is describing. 3. Have pupil lie down on a piece of heavy brown paper and trace an outline of the child's form. Pupils color the figures and cut them out; teacher can put them up for display.	Focus on Self-Development Stage One: Awareness Science Research Assoc. Large Body Puzzle Developmental Learning Materials 3505 N. Ashland Ave. Chicago, Ill. 60657 Five Chinese Brothers, Bishop, Claire H., Coward-McCann, New York 1938 There's Only One You!, Walley, Dean Hallmark Children's Ed. I'm Glad That I am Me (attached) DUSO Kit, A.G.S.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

I'M GLAD THAT I AM ME

Thoughtfully
1. I think I will be me. Why don't you be you?
2. We are not all a - like, Why should we try to be?
Act - ing like some-one else is a cra - zy thing to do. (Refrain) I'm
I will do the best I can, be hap - py that I'm me.
Faster
glad that I am me, that's who I want to be. Though
Fine
there are chan - ges I should make, I'm glad that I am me!

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of activity child will be able to tell the composition of his own family.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Discuss family membership. Tell who lives in the family, naming family members. 2. Children cut pictures from magazines to represent his or her family. 3. Draw the face of their family members on paper plates. String them together. 4. Identify pictures of objects that are big and small. 5. Hold picture of family and say "My family is (larger, smaller) than John's family. 6. Listen to story or watch filmstrip. 7. Sing song.	1. Show picture of a little girl (or boy) and say, "This is Susie." 2. Show picture of other members of Susie's family and say, "This is Susie's family. They are her daddy, mother, brother and baby sister. Tell me who lives in your family. 3. Show pictures of family groupings and ask the following questions: "Which family is most like yours? Do families look alike? Do you see a country family? Do you see a family who lives in the city? Are these families the same size? Who cooks your dinner?" 4. Have objects available for comparison. 5. Collect pictures of families or objects. 6. View filmstrip and discuss.	Books: Little Owl Series About Family Helpers My Family, Fehr, Howard, Melmont Pub. Filmstrips: William, Andy and Ramon "Our Families" 50 frames, color, BFA Films Sesame Street: People In My Family Poem, My Family is Small, Jewell Cline Story Book (attached) Collect pictures of objects big and small. Singing Fun: How Many People Live at Your House? (attached)

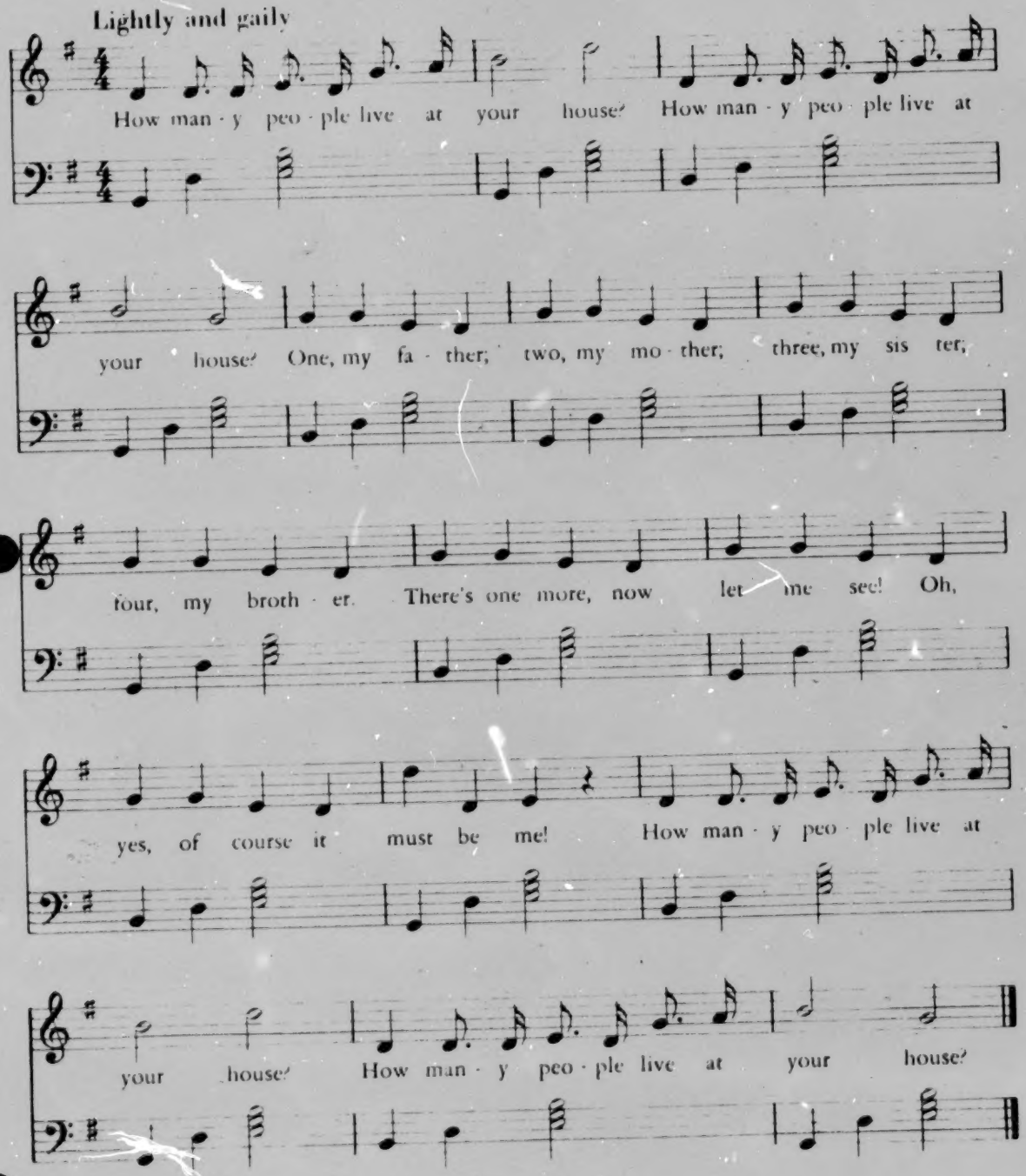
SUGGESTED CORRELATION FOR THIS ACTIVITY: Structure of Family Members

How Many People Live at Your House?

L. F. W.

L. F. W.

Lightly and gaily


How man - y peo - ple live at your house? How man - y peo - ple live at
your house? One, my fa - ther; two, my mo - ther; three, my sis ter;
four, my broth - er. There's one more, now let me see! Oh,
yes, of course it must be me! How man - y peo - ple live at
your house? How man - y peo - ple live at your house?

MY FAMILY IS SMALL

My family is small
'Though my daddy is tall
'Cause there's only mommy, daddy and me.
I wish there were more
Even two, three, or four
Then we's be a large family.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of workers in the pet industry, student will be able to name five workers and state one job responsibility of each.

General
(Pets)

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Children may bring pets to school. Dogs and cats to be taken home by parent after they have been shown. Fish, turtles, or small animals in a cage to be observed and cared for. 2. Use teaching pictures. Make a list of the pets of all the children in the room. 3. Read a story. 4. Discuss the care a veterinarian gives to a sick pet. Resource person may be obtained. 5. Draw and color pictures of pets. 6. Sing songs. 7. Read Helping Pets.	1. Give each child the opportunity to show, to feed, clean up after, and generally care for one or the other of the school pets. Discuss the importance of constant good care. Why do we need to provide care for these animals? 2. Use suggestions in packet. 3. Carefully examine illustrations in books about pets. 4. If possible, use a resource person who is a veterinarian to talk to your class. Then engage children in discussion through opportunity for questions. 5. Arrange a bulletin board display of pictures or illustrations and compile a book of pets. 6. Memorize songs. Create actions whenever possible.	Pets children bring and pets you have at kindergarten. Singer Visual Aids "Pets" with record or Teaching Picutures "Pets" #41467, Cook Your World - Let's Choose a Pet Taylor Publishing Co. Other books on pets. Resource person Construction paper, crayons, and magazines. Songs: "Where O Where Has My Little Dog Gone" p. 16. "I Had A Little Turtle" p. 17 Music In Our Town Silver Burdette Any other pet songs.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	7. Read story on "Helping Pets" and use suggested questions. 8. Use helps on drawing pets from book.	Social Development No. 12 "Helping Pets" David C. Cook Publishing Let's Draw Animals, Davidow, Ann H., Grossett & Dunlap, 1960

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Child should understand that he has grown from a baby to a 5 year old boy or gil by orally describing one activity he can do now that he could not do as a baby.

Structure of Family
(Constant Change)

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Look at baby picture and recent picture and tell physical differences. 2. Tell one activity they are able to do now that they could not do as a baby such as I can dress myself. 3. Repeat poem "When I Was A Baby" with teacher. 4. Make a family album; paste picture in family album of some activity child can do now.	1. Ask children to look at baby picture and recent picture and tell ways they have changed. 2. Discuss changes in children other than physical. 3. Read poem, "When I was a Baby." 4. Bring magazines. Ask children to look for picture showing something they can do now. 5. Read "Growing Up With Daddy."	"When I Was A Baby", June Watson Growing Up With Daddy, Wilson, Christopher, Lalharp, Lee & Shepard, New York A Very Little Boy, Krosilovsky, Phyllis, Doubleday & Co. 1962 New York

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information.

SPECIFIC BEHAVIORAL OBJECTIVE: Structure of Families (Constant Change) — Students should be able to describe one situation in which a member of a family either joined or departed from a family.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Listen to story and participate in discussion afterward. 2. Repeat poem, "Since Grandmother Came to Stay" with teacher. 3. Cut and paste picture of new addition to family in a family album. 4. Role play situation such as change in new baby brings about. 5. Tell one situation that happened in child's home in which someone left family or new member was added.	1. Read story, "Tommy's Big Problem." 2. Ask child who has new baby in family to tell about changes in home. 3. Encourage children to think by asking leading questions. 4. Read poem, "Since Grandmother Came to Stay." 5. Ask children to decide whom they would like to live in their family such as a new baby, grandmother, etc. 6. Other situations could be older brother or sister getting married, going away to college, or a grandparent coming to live in a home.	Tommy's Big Problem, Lillie D. Chafin, Lantern Press Poems Since Grandmother Came to Stay, J. Cline Peter's Choice, Keats, Ezra Jack, 1967, Harper & Row A Baby Sister for Frances, Haban, Russell, 1964, Harper & Row "My Home and Family" activity kit by Instructo

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

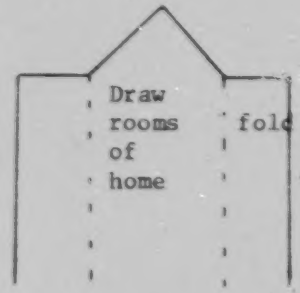
BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The children should be able to describe the place where they live and distinguish features about other homes that are different from their home.

Structure of families (Home)

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View and discuss a filmstrip about houses. 2. Discuss features about the following kinds of houses: 1. single family house 2. multiple family house 3. apartment house. 4. mobile home 5. home with brick outside 6. home with wood outside 7. home with stone outside 8. home with flat roof 9. home with angle roof 10. kitchen 11. bedroom 12. living room 13. bathroom 3. Draw a house, or cut paper and fold into shape of house. Then draw different rooms.	1. Ask questions to stimulate discussion. 2. Show pictures or slides of different kinds of houses. 3. Pass out paper, have children cut, fold, and draw the pictures of rooms in their homes.  	"Why We Need Houses" Encyclopaedia Britannica The True Book of Houses, Carter Childrens Press My Own Little House, Kaune, Merriman, 1957, Follett

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Home and Family
Workers at Home

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The children should understand that fathers do some jobs because they are stronger; mothers do certain jobs because they are better at doing them; older children have more responsibilities than younger children.

SUGGESTED SUBJECT AREA Social Studies

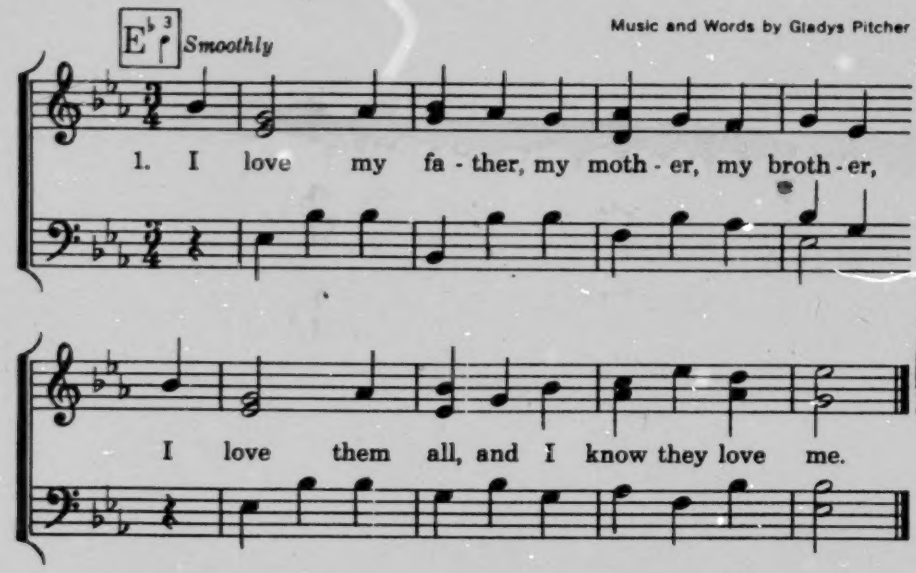
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Role play activities showing mother's role in the home. 2. Role play activites showing father's role in the home. 3. Role play activity showing older brother or sister caring for younger child in the family. 4. Draw or paint a picture depicting one job you do at home. 5. Add a picture to your family album about doing a job in the home such as mother cooking, father mowing, child picking up toys. 6. Sing song.	1. Initiate ideas for role playing. 2. Read story such as "Papa Small," "We Help Mommy" or "We Help Daddy." 3. Help children select props for role playing. 4. Pantomime jobs that family members do to tune of "Did You Ever See A Lassie?"	We Help Mommy, Cushman We Help Daddy, Stein "My Family and Pets" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

1. My Family and Pets

Music and Words by Gladys Pitcher



2. I love my kitten, my dog, and my rabbit,
I love them all, and I know they love me.

Ride away, ride away,
Johnny shall ride;
He shall have a pussycat
Tied to one side;
He shall have a little dog
Tied to the other,
And Johnny shall ride
To see his grandmother.

You may want to continue by singing about other members of the child's family—cousins, aunts, or grandparents—or friends, using their names. Other pets, such as goldfish, turtles, or canaries may be added as children suggest them.

Home and Family
Workers - Mother

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of a mother's homemaking duties, each child will name at least two tasks that his mother does in the home and one reason why each is important.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Show filmstrip.	1. View filmstrip and discuss mother's jobs in the home. Ask questions on mother's jobs, including her work, if any, outside the home.	"Just What Do Mothers Do?" filmstrip/record, Edu-Craft
2. Make a mural of mother doing many things in the home. Use teaching picture for discussion.	2. Draw and color as many work activities as possible, that mothers engage in.	Large roll of white newsprint can be obtained at local newspaper.
3. Set up housekeeper center.	3. Limit role playing to single instances, at least for a beginning.	David C. Cook teaching pictures.
4. Role play some of mother's jobs.	4. Discuss stories.	Limited suggestive costume items for role playing (hats, purses, aprons, dishes).
5. Read stories.	5. Sing song with actions.	Where Are the Mothers?, Marino Dorothy, 1959, Lippincott
6. Sing song.	6. Read story on "Helping Mother" and use suggested questions.	I Want to Be a Homemaker, Greene, Carla, 1961, Childrens Press
7. Read "Helping Mother."		Teaching Pictures: Social Development, "Helping Mother", David C. Cook
		If I Were A Mother, Mizumura, Crowell Co.
		All Kinds of Mothers, Brownstone, McKay Co., Inc. 1969

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Home and Family
Workers - Father

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of father's occupation each child will be able to state at least one specific duty of his father's trade and at least one reason why it is important.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read story and discuss father's role in family. Use questionnaire to survey different jobs represented in the classroom. 2. Show filmstrip and/or film. 3. Fathers come to room as resource people. Explain their work with time for questions provided. 4. Role play father's work. 5. Possible field trip to father's place of work.	1. Motivate discussion questions: What work does your Daddy do at home and away from home? Does he talk, listen, read, write, work with his hands in his work? Does he go out of town to do his job? 2. Promote discussion on filmstrip. 3. Orient resource person to needs of instruction and level of understanding of the group. 4. Use basic props like caps, simple tools, etc. for each worker's role in play.	About Family Helpers, Hoffman Papa Small, Lenski Melmont Publishers Filmstrip: "What Else Do Fathers Do?" Edu-Craft Film: "Why Fathers Work" 14 min. Encyclopaedia Britannica Resource people Simple equipment brought from home or improvised at school for each worker.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Home and Family
Children's jobs)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of the family members and responsibilities. To name two jobs children have to do in the home that they both like and dislike but need to be done.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

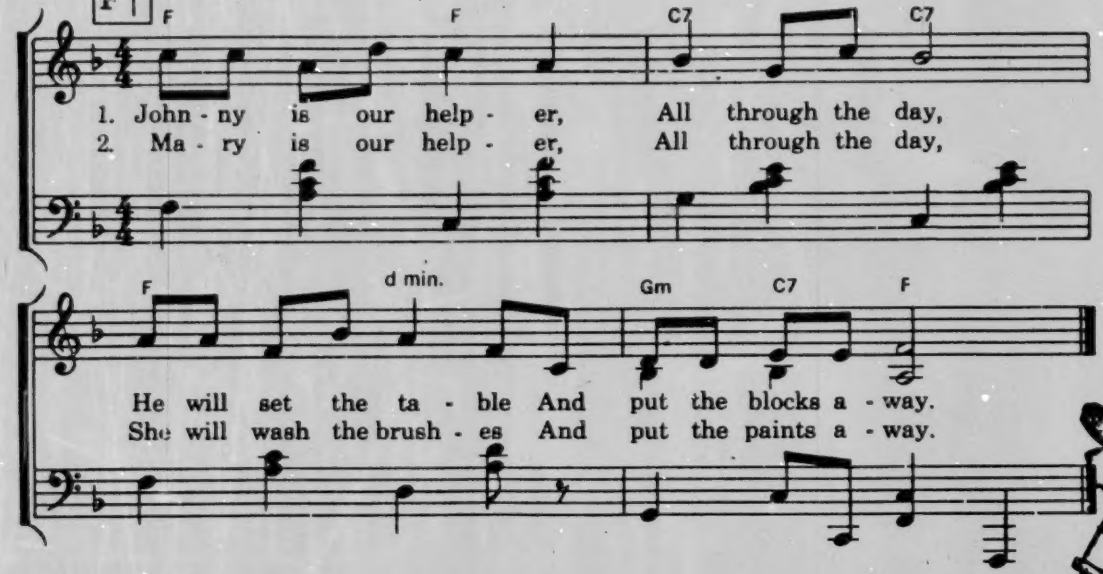
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Show filmstrip or filmstrips. Listening and discussing Drawing Read story Singing	1. Discuss jobs children do in each of the filmstrips. Pose questions of jobs assigned to children at home, the importance of their help even at this age. (Do you make your bed, set and/or clear table, sweep floors, take out trash, pick up toys, etc.) Also what does the family do that is fun? 2. Use suggested stories, questions and activities on guide sheets of the David C. Cook pictures of Social Development. 3. Have child draw a picture of himself and his brothers and sisters doing a job at home for which they are responsible. The teacher would write names on brothers and sisters. 4. Read and discuss books about brothers and sisters. 5. Sing song about work in the home.	"Working Together in the Family" 31 frames, color Society for Visual Education "Helping Mother", filmstrip #38-823, Curriculum Material Corp. "Social Development", teaching pictures, David C. Cook BFA prints on "My Family What Is A Brother, Gill & Vranna Big Sister, Little Sister My Little Brother, H. R. Wittram Let's Play House, Lois Lenski Song: "Mulberry Bush" "This is the way we set the table....." Song: "Our Helpers" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

17. Our Helpers

Music and Words by Brooks Baker

Cheerfully


F
F
F
C7
C7
1. John - ny is our help - er, All through the day,
2. Ma - ry is our help - er, All through the day,
F
d min.
Gm
C7
F
He will set the ta - ble And put the blocks a - way.
She will wash the brush - es And put the paints a - way.

3. Jackie is our helper
All through the day,
He will pass the cookies
And sweep the crumbs away.

4. Eric is our helper,
And so is Sue,
They will water all our plants
And feed the goldfish, too.

General
(Safety)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After having discussed safety rules the child should be able to tell one rule about crossing the street.

SUGGESTED SUBJECT AREA Social Studies

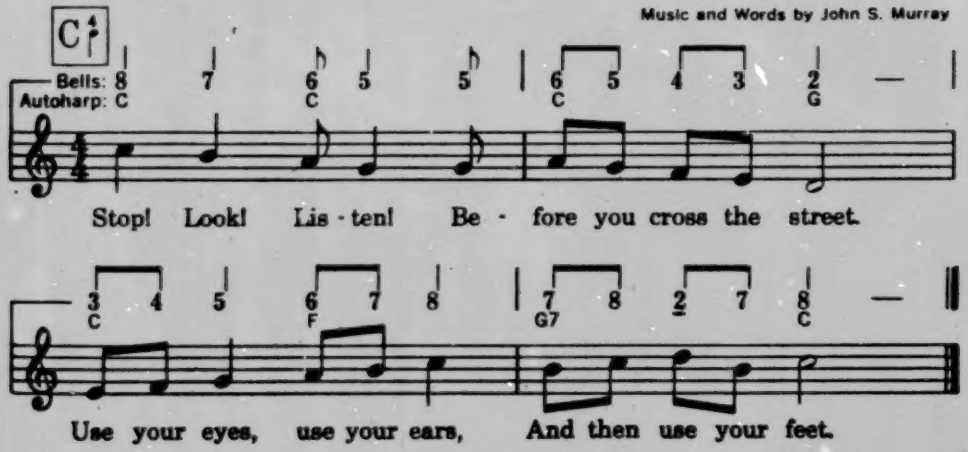
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion Read book Have a person from your local police or traffic safety department talk to your children. Sing song Put up posters you have on crossing the street.	1. Ask questions such as "Why should you always stop, look and listen before you cross the street?" 2. Ask questions on book read. 3. Let the person from the traffic division talk to the children and have them prepared to ask questions. 4. Memorize song. 5. Discuss the poster.	Books on safety Resource person "Stop! Look! Listen!" This Is Music for Today, Kindergarten and Nursery School, Allyn and Bacon Teaching Pictures on crossing the street - David C. Cook

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Stop! Look! Listen!

Music and Words by John S. Murray


Bells: 8 7 6 5 5 6 5 4 3 2
Autoharp: C C C G
Stop! Look! Lis - ten! Be - fore you cross the street.
3 4 5 6 7 8 7 8 2 7 8
C F G7 C
Use your eyes, use your ears, And then use your feet.

Home and Family
(Tools)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Given a set of pictures or tools and machines the child should be able to tell which family member they help and work they do.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Experiment with simple tools brought by teacher. Predict what would happen if we tried to eat jello without a spoon. Look at pictures and describe which family members the tools help. Classify tools into four categories (helping father, mother, children, or all members of a family). Plan to bring pictures of 4 charts.	1. Prepare set of pictures if you do not have access to "Peabody Language Kit #2." 2. Explain to children how tools help workers in the home starting with simplist tools such as flatware, paring knife, egg beater, hammer, screwdriver, scissors, etc. Have some on hand for the children to experiment with. 3. Show pictures such as vacuum cleaner, lawn mower, hammer, saw, garden hose, electric mixer, dish washer, bike and ask children who these tools help. Classify pictures into three groups such as: 1) helping father, 2) helping mother, 3) helping children 4. Plan to make 3 charts showing picture of tools that help fathers, mothers and children. 5. Ask children to bring picture from home.	Peabody Language Kit #2 American Guidance Service, Inc.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Self-Awareness
(Emotional)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: The children should be able to identify four feelings that each of us have inside us.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Show filmstrip Discuss the four feelings: happy, sad, afraid and angry. Practice making faces expressing happy, sad, angry, proud and afraid. Role play reactions to various situations such as getting a new dress, going to the dentist, or being pushed or shoved. Child draw self-portrait indicating the facial expression they think they have most of the time. Play "Oh Henry." Have child stand at the rear of classroom so that his voice gives the only cue to the feeling being expressed. Pupils try to guess the feeling expressed. Make a bulletin board.	1. View filmstrip 2. Help children recall four feelings presented. 3. Ask questions: How do you think you might look if you felt sad or unhappy. Would you frown; would you cry. 4. Teacher might ask pupil to react to the situation by using facial expressions, hand and arm gestures and possibly by talking. 5. Make a "I have feelings" bulletin board display using pictures from magazines and newspapers to show people displaying various emotions.	Focus on Self-Awareness kit Science Research Assoc. Filmstrip: Circle of Feelings Science Research Assoc. Filmstrip: Understanding Ourselves BFA I'm All Alone, Ardizzone, Edward, 1957, Walck In the Middle of the Trees, Kuskin, Karla, 1958, Harper & Row (poetry)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Self-Awareness
(Social Self)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: Children should be able to describe three basic thoughts about friendship: 1) everyone needs to have friends, 2) friends help each other, 3) best way to make friends is to understand how others feel.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Play "Hey, Duso, Come on Out" to introduce lesson. Present story to children by playing from recording or reading it from cards. Use Duso, the puppet to lead the discussion about feelings. Role play Sing a song Play a game: rope jumping	1. Use introductory song to motivate children. 2. SI cards 38-42, Book I stories 3. Use Puppet activity card PAII-A. Discuss story using questions on card SI-42 4. Use Role playing activity #RPIIA 5. Use "The Share Song" to introduce lessons or for music periods. 6. Divide class into groups of about five so that while three children in each group are occupied with turning the rope and jumping, the other two will have to wait for a turn. Rotate turns so that each child has the opportunity to jump, turn and wait.	DUSO Kit American Guidance Service

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Self-Awareness
(Problem-solving)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop self-awareness.

SPECIFIC BEHAVIORAL OBJECTIVE: Children should be able to tell two new things they have learned and one problem they have solved by themselves.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Show movie Play record(Side I, Band 2 of story record) p. 23 in manual. Sharing by telling	1. Use questions in the cover of the film to discuss what they saw. 2. Use questions for discussion in guide for Focus on Self-Development kit. 3. Tell best ways to learn.	Film: Solving Problems BFA Focus on Self-Development, Stage One: Awareness Science Research Assoc.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Self-Awareness
Respect for Rules of Behavior

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop self-awareness.

SPECIFIC BEHAVIORAL OBJECTIVE: Class members demonstrate understanding and respect for rules of behavior by showing acceptable behavior in different places and situations.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read Cowboy Andy by Edna Walker Chandler Read additional books to further develop self-awareness of respect for rules of behavior.	1. Read and discuss attached questions for Cowboy Andy. 2. Discuss each story as it relates to the child and his behavior.	Books: Cowboy Andy, Chandler Yertle the Turtle, Dr. Seuss Sam and the Firefly, Eastman Random House Questions for Cowboy Andy (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Respect for Rules of Behavior

1. To make children conscious of the behavior that is normal for their age level.
2. To encourage children to talk about things which may trouble them or which cause behavior problems.
3. To help children find suitable and acceptable outlets for their behavior.

RULES for behavior tell people how they should act in order to get along with one another. The penalties for breaking the rules range from scolding to imprisonment or even death, depending upon the seriousness of the infringement.

Even more important than the rules are the principles behind them, the reasons why the rules are made. A person who understands the principles will not need the rules, for he will know what is expected of him and the proper way to conduct himself. Attaining this objective does not require memorizing a set of rules; it involves, instead, a process of development in which experience is an important factor. The child learns the rules of behavior by trial and error. Often he is not told whether an action is permissible or not until he has performed it. He must later learn to discriminate between situations which are superficially alike, but which call for different behavior. For instance, when reading at home the child may be permitted to interrupt with questions, but he must remain silent in a reading lesson at school. When he realizes that he must be quiet in school because the presence of other children demands everyone's attention, he will have begun to go beyond the rules to the principles involved.

Rules of behavior, then, differ in different places, in different situations and at different ages. The child must learn that different behavior is expected of him as he grows older, as his parents have other children, and so on. By learning, unlearning, and relearning the rules of behavior, the child will come to grasp the unchanging principles behind the changing rules.

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Random House Elementary Guidance Series

Cowboy Andy

by Edna Walker Chandler

p. 7 ► "Say no!" said the cook. "It would not be fun. I know all about town boys. They do not eat what we eat. They do not dress the way we dress."

1. Why do you think some people dress differently than others?
2. If Andy goes to the ranch, how will he dress?
3. Would you like to dress like a cowboy if you went to a ranch?

p. 11 ► "Good day, Mr. Cowboy Sam," said Andy.

1. Who do you think taught Andy to greet people politely?
2. Why is it important to learn how to greet people politely?

p. 18 ► "Cowboys must have a lot of sleep. We must go to bed now."

1. Why do you think cowboys need a lot of sleep?
2. Do you think Andy wants to go to bed so early?
3. If he wants to be a cowboy, should he go to bed early?

p. 29 ► "Go now and get a calf. Then we will brand it."

1. What are some of the new things Andy has learned?
2. Are there sometimes rules to follow when people learn new things?
3. What are some of the rules at school?

p. 44 ► "Let Cook laugh," said Andy to himself. "I will show that cook!"

1. Why does the cook laugh at Andy?
2. Do you think it is better to be like the cook or like Andy?
3. How do you think Andy will show the cook he is a good cowboy?

p. 49 ► "But I will try! Oh, I will try!" he said to himself.

1. Why is Andy working so hard?
2. Do you think he will win a prize?
3. Even if he doesn't win a prize, do you think Andy is acting like a cowboy?

COWBOY ANDY by Edna Walker Chandler

p. 58 ► "He could win the calf prize," said Cowboy Sam. "I can try," said Andy.

1. Was Andy sad about losing the stake race?
2. Would a cowboy cry because he lost the race?
3. Is Andy acting like a cowboy?

p. 64 ► Then Cook ran up to Andy. "Let me be the first to shake your hand," he said. "You sure showed me a thing or two."

1. How did Andy show the cook he was a cowboy?
2. What lesson can everyone learn from the cook?

SUMMARY DISCUSSION: Everyone must learn how to behave, whether he is a cowboy or a schoolboy. For this reason, there are rules that tell us how to behave. What are some of the rules you know?

Further Reading:

YERTLE THE TURTLE by Dr. Seuss

SAM AND THE FIREFLY by P. D. Eastman

Self-Awareness
Responsibility

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop self-Awareness

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate the understanding of responsibility class members will describe two instances at home and two instances at school for which they are responsible; also two instances at which they were irresponsible.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read Horton Hatches the Egg, by Dr. Seuss	1. Read and discuss attached questions for Horton Hatches the Egg.	Questions for Horton Hatches the Egg (attached)
Read additional book to further develop self-awareness of responsibility.	2. Discuss each story as it relates to the child assuming responsibility on their own.	Books: Horton Hatches the Egg, Dr. Seuss Having A Friend, Miles Random House
Draw	3. Draw a picture showing the difference being a responsible child or irresponsible child.	Construction paper.
Discuss ways children could show they are responsible.	4. Play Cassette 4, Slide A, Record 18, Slide B	DUSO Kit, American Guidance Service Story VII-D "The Bike" p. 144, manual

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Responsibility

1. To assist children in understanding that one has responsibilities toward oneself and society.
2. To help children discover there is a self-satisfaction in being a responsible person.
3. To create an atmosphere which encourages responsible behavior.

RESPONSIBILITY is the acceptance of an obligation to fulfill a duty or a task. A person with a sense of responsibility does something he knows must be done, and completes tasks once he has started them. He is both dependable and trustworthy. He will do a job which is given to him even when there is no one else to see that it gets done.

If people detect a sense of responsibility in someone, they will be disposed to think well of him. People who are given important jobs to do, and who enjoy the recognition that attends them, are generally responsible people.

The relation between responsibility and learning cannot be too highly stressed. The child must appreciate the importance of education and take it upon himself to study and learn. Too long, now, has the responsibility for the child's education been left to others, who can do no more than present the material to him. No one but the child himself can learn it. Responsibility also may entail individual action. A person's sense of responsibility may cause him to act apart from the group, if he realizes it is important for him to do so. The child must develop the insight to perceive what he must do and the strength to do it.

One way a child can develop a sense of responsibility is to pattern himself after a responsible person, to watch how he acts and use him as a model for his own actions.

Horton Hatches the Egg

by Dr. Seuss

p. 1 ► "It's *work!* How I hate it!
I'd *much* rather play!"

1. Do you think you'd enjoy hatching an egg?
2. Would most people rather play than work?
3. Why is it important to work as well as play?

p. 3 ► "I won't be gone long, sir. I give you my word."

1. Do you think Mazie will keep her word? Why?
2. How can you tell that Mazie is not trustworthy?

Taken from Random House Elementary Guidance Series with permission

p. 4 ► "I'll stay and be faithful. I mean what I say."

1. What does Horton mean by *faithful*?
2. Should people help others with their tasks?

p. 12 ► "I wish she'd come back
Cause I'm cold and I'm wet.
I hope that that Mazie bird doesn't forget."

1. Why did Horton stay on the nest through the storm?
2. Would you like to have Horton help you with your chores?

p. 19 ► They taunted. They teased him.
They yelled, "How absurd!"
"Old Horton, the Elephant
Thinks he's a bird!"

1. Do you think that their teasing will make Horton leave the nest?
2. Do you think that the other animals are as responsible as Horton?
3. Will the egg *ever* hatch?

p. 38 ► "I meant what I said, and I said what I meant . . .
An elephant's faithful—one hundred per cent!"

1. Do you think Horton is foolish?
2. Can everyone be as faithful as Horton?
3. What are some ways people can show they are responsible?

p. 41 ► Who (*of all people!*) should chance to fly by
But that old good-for-nothing bird, runaway Mazie!
Still on vacation and still just as lazy.

1. Is Mazie a good bird?
2. Is Mazie responsible and trustworthy?
3. Do you think Mazie would take care of Horton's home?

p. 47 ► "But it's MINE!" screamed the bird, when she heard the egg crack. (the work was all done. Now she wanted it back)

1. Do you think Mazie deserved to get the egg back?
2. How had Horton earned the egg?
3. Does working for something make people feel it is theirs?

p. 52 ► And they sent him home
Happy,
One hundred per cent!

1. Why was Horton happy?
2. Should people be like Horton or Mazie?
3. How can children act more like Horton at home or at school?

SUMMARY DISCUSSION: When we are given jobs, it is important that we work at them until we finish. Responsible people are more trustworthy and are given things to do.

Further Reading:
HAVING A FRIEND by Betty Miles

Awareness of Environment
(Seeing)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of shapes and colors, each student will correctly select, draw and color at least three shapes presented in the filmstrip.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
View filmstrip Have children make a pair of "magic glasses." Suggest to children that they pretend to wear magic glasses on the way home from school and report the next day on what they saw. Do simple color-awareness activities. Discuss the effect of colors with the class. Read a story.	1. Discuss the filmstrip "Magic Glasses." 2. Wearing the glasses they might look around the room to find as many things as they can of a certain shape or color. 3. Encourage children to look for something they have never noticed before. 4. Children might name their favorite colors as a response to roll call. They might line up at the door for recess according to different colors they are wearing. 5. Ask "How does yellow make you feel?" "How do dark colors make you feel?" 6. This story is for enjoyment.	* Focus on Self-Development Stage One: Awareness (kit) Science Research Assoc. For more activities to reinforce concepts presented in this activity refer to pp. 56-59 in the Guide for the above kit. Spectacles, Raskin, Ellen. 1968 New York: Atheneum

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Awareness of Envrionment
(Hearing)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to name five things that make a different sound - from sounds around us.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Listen to the recorded story "The Sound Machine." Bring items that make different kinds of sounds. Discuss various occupations that involve sound and hearing. Discuss the absence of sound. Tape record sounds in the class. Children draw or paint their versions of the sound machine. Introduce a science unit on sounds. List sounds that warn people to be careful.	1. Discuss the recording. List all the sounds you heard on the recording. 2. Class might create their own sound machine or rhythm band. Display "sound" items: bell, pop-gun, sand-paper, morracas, singing teakettle, drum, whistle. 3. Discuss the musician, carpenter, fireman. Point out that some workers might try to ignore the sounds that surround them. 4. In a dark room or with eyes closed, children might be very quiet and listen for sounds. 5. Without children's knowledge, the teacher might tape record the sounds in class when everyone is trying to talk at the same time or when there are various chaotic disruptive noises. The class should conclude that when everyone talks at once it is impossible to understand anyone	Focus on Self-Development Stage One: Awareness (kit) Science Research Assoc.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	and sounds become noise. 6. Let children use their imaginations to create something they have never seen. 7. Use sensory experiences such as play a piano note, break a cup, snap a rubber band, rub two boards together, tear paper, slap skin and pluck stringed instrument. 8. Discussion might be integrated with safety. Discuss sounds such as siren, car horn, bicycle bells, etc.	Learning How to Use the Five Senses, Mary Ellis & Elizabeth Fuller 1960 T. S. Denison & Co.

Awareness of Environment
(Smelling & Tasting)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: The child will be able to identify five odors through taste and smell.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read Tony's Way-Out Nose. Discuss a list of various things that have noticable odors. Child might draw on episode from the story or objects and situations that produce their favorite ordors. To help show the vital part that smell plays in relation to taste the teacher might bring various foods to class.	1. Discuss the story and ask the following questions: Would you like to have a nose as long as Tony's was in his dream? What were some of the things Tony smelled? What could Tony's nose tell him about his neighbors and his neighborhood? Can you remember being aware of any particular smells on your way to school today? Besides smell, what other ways are there of finding out about our environment? What other parts of our body help us become aware of things? 2. Bring soap, perfume, gasoline, varieties of foods, medicines such as cough syrup, smoke, flowers, hay, etc. so that discussion can take place. 3. Provide children with paper & pencil. 4. Ask volunteers to hold their noses while blindfolded & taste the food.	Focus on Self-Development Stage One: Awareness (kit) Science Research Assoc. For more activities refer to teacher's guide pp. 63, 64 in above kit.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Awareness of Environment
(touch)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: Blindfolded, the child will be able to identify five different materials through his tactile sense.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read Story, "The Blind Men and the Elephant."	1. Discuss story using attached questions as aid.	"The Blind Men and the Elephant" (attached)
Make a "feeling" box.	2. Use shoe box from home. Put a hole in one end. Place items of different textures inside for the children to touch rather than look at.	Questions (attached) Shoe Box

SUGGESTED CORRELATION FOR THIS ACTIVITY:

UNIT H

FOCUS 1 AWARENESS OF THE ENVIRONMENT THROUGH TOUCH

FOCUS 2 THE IMPORTANCE OF COOPERATION

This unit, which concentrates on the sense of touch, is one of four units concerned with awareness of the environment through the senses. Most of the activities and questions are designed to help the child become more aware of what can be discerned through tactile sensation. Some of the questions and activities for more mature groups relate to Focus 2, which deals with cooperation.

Overview of the Story

The theme story is an adaptation of a poem by John Godfrey Saxe (American, 1816–1887). Six blind men encounter an elephant and decide to find out what the animal is like. Accordingly, each man reaches out to touch one part of the elephant and describes what he finds to his companions. The descriptions vary greatly, of course, and the six men begin arguing about whether an elephant resembles a wall, a spear, a snake, a tree, a bird, or a rope. The argument is of a type that is common and often serious. In this kind of quarrel each person contends he is right on the basis of some piece of truth, but no one is entirely correct.

When Is This Unit Best Presented?

It is recommended that this unit and units E, F, and G be presented at the same time other school activities involving sensory awareness are presented.

Later in the school year or for use with more mature pupils, the teacher might wish to emphasize Focus 2. If so, it is suggested that this unit immediately follow unit I, which also deals with groups and cooperation as well as with the contributions of individuals to groups.

Introducing the Theme Activity

It is suggested that the teacher make sure that all pupils know what an elephant looks like. She can show the class pictures of elephants and remind them of storybook elephants they may know, such as Babar.

Unfamiliar vocabulary might include such words as *elephant, spear, tusk, trunk, enormous.*

The teacher might want to use cutout figures of six men and an elephant on a flannel board to dramatize the story as it is played. She might also consider announcing on the day before the unit is introduced that she would like one or two volunteers to draw a large picture of an elephant. Keeping the purpose of the picture a secret, she can then surprise the class by using the pupil drawing as an illustration for the story.

THEME ACTIVITY RECORDED STORY: THE BLIND MEN AND THE ELEPHANT
(Side Four, Band 2 of story records)

Once upon a time, six old blind men were walking down the street, when all of a sudden they found themselves in a great crowd of people.

"Why is the street full of people?" one of the blind men asked a

man on the street.

"There's an elephant here and we've all come to see it!" the man said.

"An elephant!" exclaimed the six old men; and, although they were blind, they decided to find out what an elephant was like.

The first blind man happened to be standing right alongside the elephant's middle. He stretched his arms up and out as far as he could along the elephant's enormous side.

"Aha!" he announced. "An elephant is high and wide, like a wall."

"Nonsense," said the next blind man, who was stroking the elephant's ivory tusk. "An elephant is hard and smooth and comes to a point like a spear."

"You're both wrong," said the third blind man, who was holding the animal's trunk. "An elephant is long and thin and has no legs—just like a snake!"

The fourth blind man, meanwhile, had grabbed one of the elephant's knees. "How can you say the elephant is like a snake," he asked the third man, "when anyone can tell that an elephant is like a tree?"

"How silly!" exclaimed the fifth man, who was feeling the elephant's ear. "The elephant has great wings, like giant fans!"

The sixth blind man laughed at all the others. "The truth is," he said, hanging on to the elephant's tail with both hands, "that the elephant is exactly like a rope!"

And so they argued, on and on and on.

Boys and girls, can you see why they were arguing? why they couldn't decide what an elephant is like?

QUESTIONS FOR DISCUSSION

The following questions are presented as suggestions to guide discussion. The teacher may wish to adapt them to the needs of her class and to add other questions. Key questions are indicated by an asterisk.

The following questions relate to Focus 1:

*1. If you were blind, or if you were in the dark and couldn't see anything, what *could* you use to find out about things?

What did the six blind men use to find out about the elephant?

What are some of the things you can tell about something by touching it?

*2. What *can't* you tell by touching something? How else could the blind men find out about the elephant without using their eyes or their hands? What things could they discover by using those other senses?

3. Are hands, noses, and ears only useful for finding out about *elephants?* Can you use them every day? How?

The following questions relate to Focus 2:

4. What did the first blind man say the elephant was like? Was he right? (If pupils say no, the teacher might stimulate thought by suggesting, "Well, the side of an elephant *is* high and wide like a wall.")

Another man said an elephant was like a tree. Was he right? (Again, the teacher might say, "Well, an elephant's leg *is* a little like a tree trunk.")

22c

*5. Who was really right, then? Was any one of the six men right about what an elephant is like? Was any one of them wrong?
What was the real mistake that these men made?

6. What ending would you make up for this story?
Is there any way you can think of that would help the men figure out a little better what an elephant really looks like?

7. Have you ever heard, or been in, an argument where each person keeps saying "I'm right"? How did you feel about it? How can you decide an argument like that?

OTHER SUGGESTED ACTIVITIES

The following activities are presented as suggestions to reinforce the concepts presented in the theme activity. Activities preceded by an asterisk are recommended for more mature groups.

1. *Developing Awareness of Touch.* Pupils may be relatively unfamiliar with terms related to the tactile sense—*smooth, rough, wrinkled,* and the like. The teacher might determine how readily they use these terms by asking them to describe what certain objects are like to touch, and by asking them to give examples of things that are fuzzy, hard, and so forth.

Tactile awareness and a corresponding vocabulary might be developed by having materials of many kinds available in the classroom for pupils to handle. The pupils themselves might bring in items for the collection. Possibilities include:

rubber (cut from an old inner tube, hot water bottle, or rubber glove; or heavy rubber bands)	sticks	tree bark
	sponge	cornflakes
	ribbon	wire screening
fabrics (burlap, satin, etc.)	yarn	needles, pins
hair (perhaps a wig or doll wig)	glass	modeling clay
real or synthetic fur	sand	plastic bags
ping-pong or tennis ball	soil	a small pillow
smooth and rough stones	gravel	cotton balls
sticky tape or flypaper	shells	feathers
raw grains of rice	coins	burr or thistle

Pupils might attempt to categorize the materials in their collection (soft things, smooth things, etc.) and might make descriptive labels for them. They will probably discover that some materials seem to fit into more than one category. They should be encouraged to classify the materials in as many ways as necessary, rather than to make artificially narrow classifications.

2. *"Touch It" Display.* Pupils might make a "touch it" display on a bulletin board or table. Collected items such as those suggested in activity 1 could be arranged with labels describing their contour and texture. Unlike many exhibits that must not be touched, this one should be accessible to the pupils and touched freely.

3. *Games.* To help stimulate and activate pupils' imaginations, and to help them associate shapes and textures with the words that describe them, the teacher might employ one or more of the following games:

a) To launch a simple game of imagination and description, the teacher might say to the class: "Imagine that you are one of the six blind men, and you are going to find out what an automobile is like. Just as you did with the elephant, you are going to find out about the automobile by touching it! Now close your eyes . . . you are coming close to the car . . . there it is, and you are standing near the front. You put your hands on something. . . ."

From this point the game can be developed in either of two ways: a part of the car is named, and the pupils provide words describing how it feels; conversely, a part of the car is described in terms of how it feels, and the pupils guess what it is. After the teacher starts the game, the pupils should take it over themselves. Other familiar objects can be used in addition to an automobile.

b) "What's in the Box?" The teacher cuts a hole large enough to admit a child's hand in a deep cardboard box. Inside the box she can then put any of a variety of materials that can be identified by touch—sand, pencils, crayons, grapes, a handkerchief, or any items in the list for activity 1.

The pupils might take turns describing and then guessing the contents of the box, perhaps as the box is passed around the room.

As a variation, each pupil might feel the object in the box and then give one descriptive word, which the teacher writes on the chalkboard. The class analyzes the list of words and guesses what the object might be.

c) Larger items—too large to hide in a box—can be used in another game, in which blindfolded pupils attempt to identify familiar items by touching them. Such objects as a chair, desk, piano, easel, and play equipment—or even a child—would be suitable. Two or more pupils working together, each perhaps confined to a certain area of one large object, might pool their findings (as the blind men might have done) in order to guess the identity of the object.

Experiments with blindfolded pupils include (1) describing and identifying a piece of abstract sculpture; (2) trying to describe and identify something while wearing mittens or gloves.

4. *Artwork.* The pupils might make a simple collage, using textured materials—scraps of fabric, sandpaper, fluffy cotton, toothpicks, buttons, large sequins, dried beans, snips of wire screening, as well as different weights of paper. The teacher might encourage the children in their awareness of textures by suggesting that they try to use an appropriate material for whatever they choose to make—cotton for a lamb, sandpaper for a tree trunk.

In a simple variation on this activity, pupils can paste collage materials onto a prepared outline drawing.

Other art projects in which pupils make direct or indirect use of

their hands and tactile sense are appropriate for this unit. For instance, they might use finger paints; make simple mosaics; model in clay; fold paper into figures (origami); or paste different shapes of dry macaroni into patterns and pictures.

5. *Open-end Sentences.* The following open-end sentences might be used for group discussion, for individual conferences, or as topics for drawing or for writing brief paragraphs:

a) Something I like to touch is _____
I like to touch it because _____
b) Something I don't like to touch is _____
I don't like to touch it because _____
c) When I think of something that's soft, I think of _____
d) Something that's very hot when you touch it is _____
e) Something that's very cold when you touch it is _____
**f)* Cooperation means _____
**g)* Cooperation is important because _____

**6. How Touch Helps the Blind.* Children are often interested in learning about the blind and how they "see" through their sense of touch. The teacher might try to obtain a sample of braille printing and show the pupils how a highly developed sense of touch enables a blind person to read the raised braille letters. If she cannot get an actual sample, she might make pin holes in a piece of paper to give pupils some idea of braille characters. The teacher can also point out that not only touch but the other senses, especially hearing, often become more acute in a blind person.

A speaker might be brought in from a special school or organization for the blind. Such talks are usually inspiring and enlightening and help pupils to see that blindness need not be incapacitating.

**7. Photoboards.* The following Photoboards can be used to stimulate group discussion, for role play, or as topics for drawing or writing brief paragraphs. (Some of the photos give rise to such questions as "How would this object feel if you touched it?" "What could you learn by touching this object?" Other photos relate to cooperation.)

19 – Group of children painting together while one child paints alone
20 – Boy and girl sweeping floor together
3 – Young boy trying to reach bar on which older boy is chinning himself
5 – Girl watching younger sister reach for pot on stove
9 – Three girls and teacher showing affection
10 – Older children comforting toddler
11 – Man admiring boy's artwork
18 – Mother and daughters making a pie
39 – Girl touching pregnant mother

**8. Role Play.* Pupils might role-play various endings to the story of the blind men and the elephant. Each ending might be evaluated by the class as a whole after it is acted out. The teacher might suggest other role-play situations in which the participants must cooperate if their activity is to succeed.

General
(Immediate Neighborhood)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Given a set of posters the children can tell what the worker brings to the home.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Select a poster from set of community workers and tell what he brings to the home. Take part in discussion of various community workers who come to the home. Prepare a bulletin board entitled "Workers Who Come to Our Home" a) use pictures from magazines b) draw or paint some of the pictures. Learn songs "Paper Boy" and "The Milkman." Do a choral reading of "Workers" (poem). After reading this poem children can dress up, wear hats or carry a product for identification.	1. Have set up Community Workers posters. List may include milkman, garbage man, mailman, plumber, meter reader, paper boy. 2. Collect pictures from magazines and prepare own set of pictures. 3. Encourage critical thinking by asking: Why do you suppose the milkman delivers milk to the home when it can be bought in a grocery store? 4. Teach song "Paper Boy" and "The Milkman" to tune of "Farmer in the Dell." 5. Have a "paper boy" deliver papers down class streets while the children sing.	Teaching Pictures: Home and Community Helpers Cook Have You Seen My Brother?, Guilfoile, Elizabeth. Follett Publishing Co. Songs: "Paper Boy" (attached) "The Milkman" (attached) Poem: "Workers" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

PAPER BOY

Down the street he goes
And back the other side.
A paper here, a paper there,
As on and on he rides.
Oh, paper boy, paper boy,
Leave a paper at my door.

THE MILKMAN

I've never seen the milkman,
I've never seen his store.
Yet every moring he will leave,
Two quarts before my door.

(Ask, "Why don't you see the milkman?)

WORKERS

All: Community workers all, are we;

Individual: Policeman, fireman, nurses are three.

All: Many others do we know;

Individual: Mailman, milkman, breadman, oh;

All: All of us help our town to grow.

Immediate Neighborhood
(Fireman)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To help develop positive attitudes towards the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The child will be able to name three ways in which firemen protect people's property and three pieces of equipment used by the fireman.

SUGGESTED SUBJECT AREA Social Studies

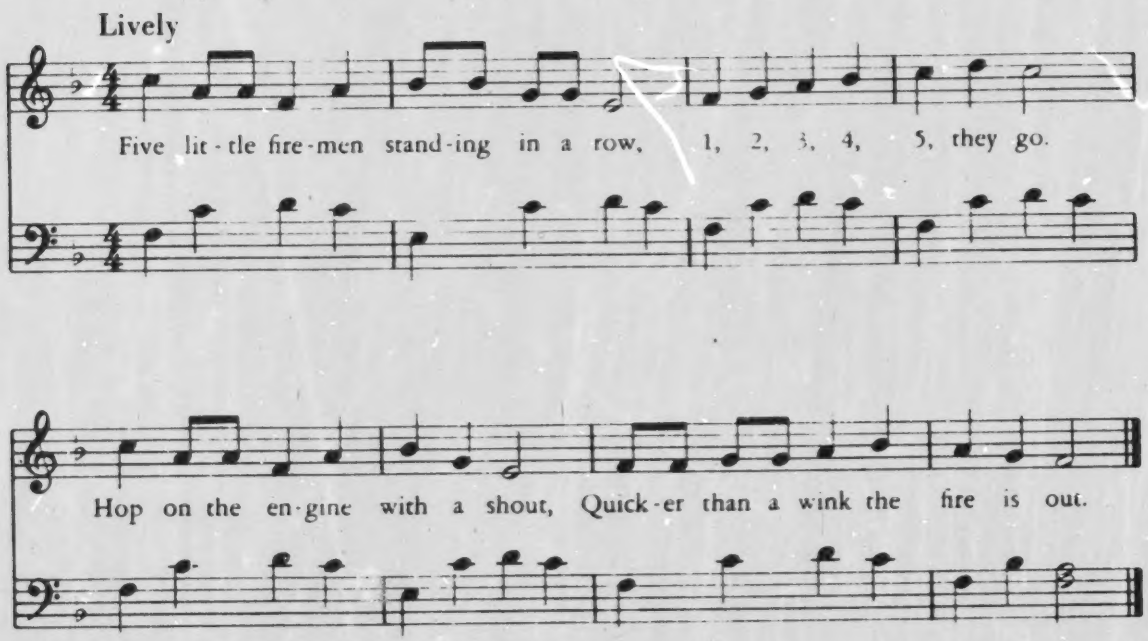
SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Listen to stories about firemen. Discuss ways in which firemen help people. Role play the following situations: a) A cat is up in a tree. The fire department is called to help. b) Car catches on fire. c) A house is burning. Look at pictures of firemen. Tell stories about the pictures. Visit the fire station. Sing songs. View filmstrip.	1. Use Let's Visit the Fire Station. 2. Use foldout "People in the Neighborhood." 3. Discuss needs for fire drill rules and have a practice drill. 4. Use foldout "People in the Neighborhood" with discussion questions.	Let's Visit the Fire Station Your World, Taylor Publishing I Want to Be a Fireman, Greene, Childrens Press Picture foldouts: "People in the Neighborhood" Childs World Field trip Song: "Five Little Firemen" (attached) Filmstrip/record: "Let's Go to a Firehouse"

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Five Little Firemen

L. B. S. L. F. W.


Lively
Five lit - tle fire - men stand - ing in a row, 1, 2, 3, 4, 5, they go.
Hop on the en - gine with a shout, Quick - er than a wink the fire is out.

Immediate Neighborhood
(Policeman)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To help develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The child will be able to name three ways in which a policeman helps families. Name at least three law enforcement officers and understand that policemen are people and have a home and family too.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

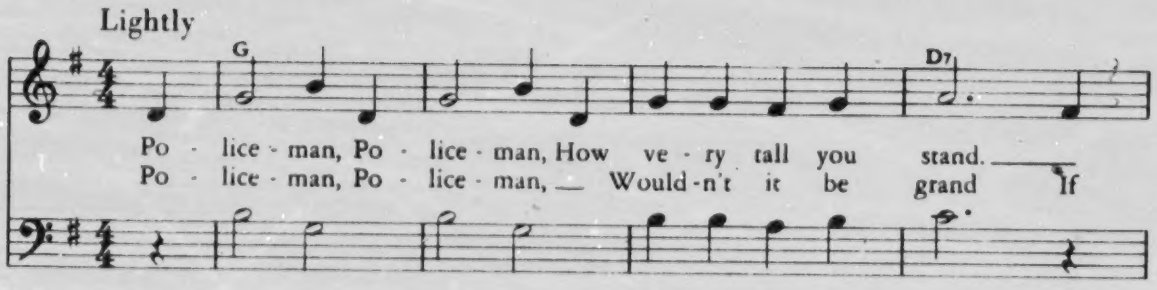
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Listen to stories read or told by teacher about policemen. Discuss ways in which the policeman helps families. Tell from first hand experience or knowledge some way you have observed a highway patrolman helping someone. Invite a local policeman and a highway patrolman to talk to your class. Use the traffic signs and take turns acting out motorist and traffic policeman. View a filmstrip. Sing songs.	1. Read books to children. 2. Have available several picture books for the children to look at and talk about. 3. Either write a letter of invitation or call policeman to make visit to class. 4. Encourage children to think of ways in which they have seen policemen help people. 5. Help set up room with traffic signs for role playing experience. 6. If possible provide policeman cap and badge for role playing. 7. Show posters and pictures of policemen at work.	*I Want to Be a Policeman, Greene Childrens Press *Your World Let's Visit the Policeman Taylor Publishing *Read About the Policeman, Slobodkin Watts Teaching pictures: Home and Community Helpers, Cook Picture Foldouts: "People in the Neighborhood", Childs World Resource people Filmstrip/record: "Let's Go to a Police Station" Putnam Song: Policeman (attached)

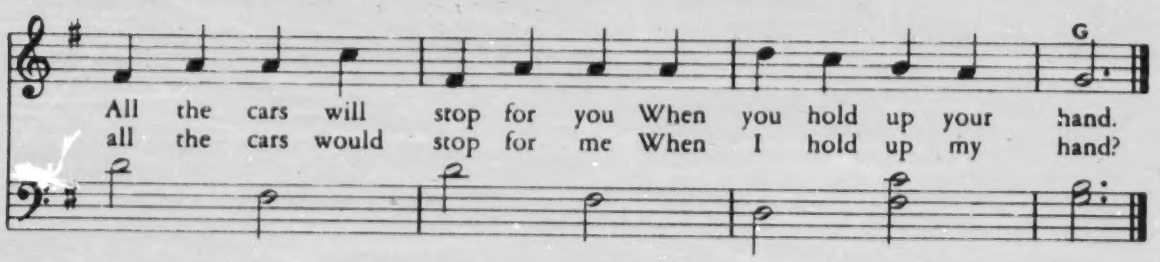
SUGGESTED CORRELATION FOR THIS ACTIVITY:

Policeman

L. B. S. L. F. W.

Lightly





Immediate Neighborhood
(Dentist)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The children should be able to tell one reason why it is important to brush their teeth, eat properly for their teeth, and go to the dentist for a checkup.

SUGGESTED SUBJECT AREA Health

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion on brushing teeth. Read a book. Discuss and draw the foods the teeth need.	1. Have nurse come and demonstrate brushing teeth and have each child try it so they understand how to brush correctly. 2. Read book about the dentist. Have children discuss the work of the dentist and dental hygienist. 3. Ask questions about good food for teeth. Draw pictures of these foods.	Nurse from Public Health Department. Ask her to show film "Michael Learns to Brush His Teeth." Books on the dentist

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Immediate Neighborhood
(Gas Service Stations)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The child should be able to role play services furnished by gas station and to begin to appreciate the role gas station attendants play in the lives of families.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Take turns playing gas station attendant's role and family's role. Set up a filling station using boxes, blocks, and rubber hose. Take turns being a mechanic who repairs cars and trucks. Listen to stories about garage and mechanics. Learn names of tools used by mechanics. Sing song.	1. Provide boxes and hose for filling station. 2. Give help and direction when needed. 3. Read books, "Let's Go to a Garage" and "I Want to Be a Mechanic." 4. Have available simple tools used by mechanics for children to experiment with and learn names of. 5. Plan a trip to visit a filling station.	Filmstrip: *"The Automobile Service Station" Eye Gate *I Want to Be a Mechanic, Greene Childrens Press *Let's Go To a Garage, Goodspeed Putnam Screw drivers, wrenches, oil cans, grease gun (toy water gun with a plastic straw inserted in the end of the barrel), oil drum, and piece of garden hose. Song: "The Filling Station Man" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

The Filling Station Man

L. B. S.

L. F. W.

G

The fill - ing sta - tion man is so po - lite, He
The fill - ing sta - tion man works oh, so hard. He

D7 G

has a lot of work to do. He puts the gas - o - line in -
checks the tires and wa - ter, too. He po - lish - es the win - dows;

D7 G

to the tank, And he po - lish - es the car like new.
then he says, "I am ve - ry much o - bliged to you."

Immediate Neighborhood
Suppermarket
(Depending upon others)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: At the end of the learning experience the children should be able to name five goods and five services that are not produced in the home; differentiate between the rules of customer and store keeper.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Children tell what foods they had for breakfast and where they come from. Take turns being customers and store keeper. Help make plans for trip to supermarket. Read story. Have children bring trucks and other models of different means of transporting food for display. Start a food booklet entitled "Foods I Like Best" or "Breakfast Foods." Paste pictures of food cut from magazines to make "ads" for the store. Ask to see large vans that deliver food to the supermarket.	1. Ask children what they had for breakfast. 2. Ask, "Where does your food come from?" 3. Initiate interest in grocery store by putting some empty cans and cartons on a shelf, a cash register, play money and paper bags on a table in front of the shelf. Have posters and signs for store. 4. Help children differentiate between customer and store clerk or checker by asking questions: When are you a customer? When you visit the grocery store, how can you tell who the customers are? How can you tell who the workers are? 5. Plan a trip to the supermarket. a. look for different workers. b. notice what they are doing c. take along a camera to take slides. d. take along a tape recorder to record sounds (cash register, meat	Let's Go to a Supermarket, Goodspeed Grosset & Dunlap Your World Let's Go to the Supermarket, Taylor Publishing Co. Ted and Nina Go to the Grocery Store, de Angeli, Marguerite, Doubleday Teaching Pictures: Food and Nutrition Cook

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Invite manager to visit class.	cutter) e. notice different departments such as canned foods, dairy products, fresh produce, meat counter. f. what did the workers wear? g. send permission slip home.	
Make a transportation bulletin board		
Coloring	6. Talk about the nutritional value of each of the drawings.	Available free from State Nutritionist Joan Tracey, North Dakota Health Department

Immediate Neighborhood
(Post Office - Mailman)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of the job responsibilities of postal workers, each child will be able to name two postal duties and draw illustrations of such duties. He will be able to explain very basically how a letter gets to its destination.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read stories from resource books. Make a model post office. View the picture foldout and discuss jobs of the mailman. Arrange a bulletin board and table display of postal items. View, discuss and count the workers in the filmstrip. Sing song.	1. Use stories and illustrations to acquaint children with post office functions. 2. Correlate with Valentines Day so there will be lots of mail. Use shoe boxes for individual boxes. Number post office boxes and post the list of assigned numbers to each student's name. 3. Questions: Where does the mailman get the mail? Where does he take it? Do many people work at the post office? Is the mail brought to the post office too? From where? Who and what carries the mail? Who is mail sent to? 4. Display as many different kinds of things that come through the mail as possible. Encourage children to bring old envelopes with cancelled stamps, magazine wrappers, small boxes or parcels. Check the items for cost of mailing.	*I Want to Be a Postman, Greene Childrens Press * *Let's Go To a Post Office , Buchheimer Putnam *Mr. Zip and the U. S. Mail, Barr, Albert Whitman Co. Shoe Boxes Picture Foldouts: "Peiople Who Come To My House" Childs World Items brought from home that have come through the mail and been discarded. Filmstrip: *"The Post Office and Postal Workers" Eye Gate 140-C Filmstrip/record *"Let's Go to a Post Office" Putnam Song: "The Postman", Music for Young Americans, 2nd Edition, Kindergarten, American Book Co.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Doctor

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of the doctor each child should be able to name and explain two duties of a doctor and name two reasons why we take shots.

SUGGESTED SUBJECT AREA Health

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read stories to the children about doctors and health helpers. View filmstrip Visit hospital View picture foldouts.	1. Discuss different visits to the doctor, and hospital stays. What are duties and responsibilities of a doctor? Who else helps keep us well and strong? Can we also help? 2. Arrange for a tour of a hospital. 3. Use suggestions for activities on back of picture foldouts. 4. View the film and discuss the duties carried out in the film and dramatize if there is interest, such as at morning health time.	*Your World Let's Go to the Doctor's Office, Taylor Publishing *Your World Let's Visit the Hospital Taylor Publishing *Come to Work with Us in a Hospital, Wilkinson, Sextant Series *I Know a Nurse, Schima, Putnam Film: *"The Doctor" Encyclopaedia Britannica, #2743 Picture foldout: *"People in the Neighborhood" Childs World *Filmstrips: "The Doctor," "The Nurse" Long Filmslide Service

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Farm Workers
(April, May)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of the responsibility of a farmer, the child will identify at least six ways that a farmer helps those of us that live in the city.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read farm stories. Plant seeds (beans germinate quickly and are large enough to see separate parts easily as they grow). Set incubator View films Display as many farm activity pictures as possible. Use teaching pictures to motivate. Have a farm product display. Make seed mosaics. Collect insect zoo. Chalk leaves. Make farm animal booklet. Children draw farm animals.	1. Discuss as they are read to relate farmer's work to our needs. How many kinds of farms? 2. Plant seeds in small boxes so they may be taken home and planted outside. 3. Incubate and hatch chicks in the classroom. Keep a record of the days of incubation, the temperature, the turning of the eggs. 4. View and discuss films. 5. Relate duties of each pictured worker. 6. Discuss teaching pictures. Then explore kinds of workers who help farmers. The display can include apples, apple cider, pumpkins, gourds, corn ears and stalks, wheat shafts, pieces of wool, leather, carrots, potatoes, tomatoes, turnips. 7. Collect seeds such as beans, corn,	Let's Draw Animals, Davidow, Grossett The Little Farmer, M. Wise Brown See Our Pony Farm, Stewart Big Red Barn, M. Wise Brown The Little Duck Who Loved the Rain, Ingrid & Edgar d'Aulaire Don't Count Your Chickens, d'Aulaire Ten Big Farms, Ipcar, Dahlor Alfred A. Knopf, Inc. 1958 Bean seeds, pots, and potting soil. Incubator: available with clear plastic tops. Eggs: use local sources for fertile eggs such as hatcheries or farms. Films: *"The Farm Community" #2778 *"The Farm Family in Spring" #2557 "The Farm Family in Autumn" #2654 Encyclopaedia Britannica Teaching Pictures: *"A Trip to the Farm" David C. Cook Seeds available from food markets.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	sunflowers, bird seeds, pumpkin or mellon. Make outline on colored paper to be filled in with seeds. Coat area to be covered with glue and arrange larger seeds individually, sprinkle small ones.	
	8. Collect live insects. Discuss and observe. Use magnifying glass to study.	
	9. Place leaf under onion skin paper and slide chalk over - spray with hair spray to keep chalk from smearing.	Chalk and onion skin paper.

29

Immediate Neighborhood
(Milkman)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate child's knowledge of the dairy industry each child will be able to name at least three different dairy products and draw illustrations of a dairy barn, a dairy cow, a delivery truck, explaining at least one function of each.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion	1. Use questions to start discussion: Who brought the milk for us today? How did he bring it? Where did he get it? What did he bring it in? How did he get it all in the school?	Free or inexpensive materials on dairy products can be obtained from: National Dairy Council 111 N. Canal St. Chicago, Ill. 60606
Show filmstrip	2. View and discuss filmstrip.	Film: The Dairy Farm and the Dairy Food Production BFA
Read stories.	3. Especially examine and discuss all illustrations in stories.	Filmstrip/record: *"Life on a Dairy Farm", National Dairy Council
Draw illustrations of the milkman, his truck and crates of milk.	4. Draw, color and cut out the drawings and use them for a bulletin board and booklet.	*Your World, Let's Visit a Dairy, Putnam *At the Dairy, Hastings, Melmont *Dairyman Don, Bar, Albert Whitman *I Want to be a Dairy Farmer, Greene *I Know a Dairyman, Stanek, Putnam
Sing song.	5. Memorize songs.	Construction paper, crayons, scissors
View picture foldout and film	6. Use suggestions given with foldouts and film. Discuss: What is a modern dairy farm? What is an electric milker? What is a large tank truck? What is pasteurization?	Song: Our Milkman (attached) Picture Foldout: *"People Who Come to My House" Child's World
Churn butter.	7. Each child bring a baby food jar	Film: "Milk" Encyclopaedia Brit. #1494

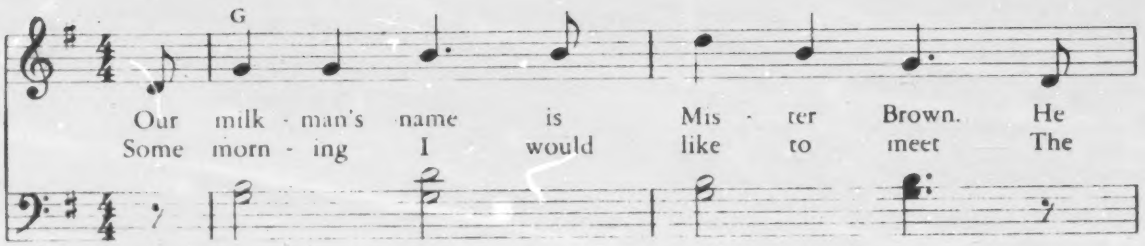
SUGGESTED CORRELATION FOR THIS ACTIVITY:

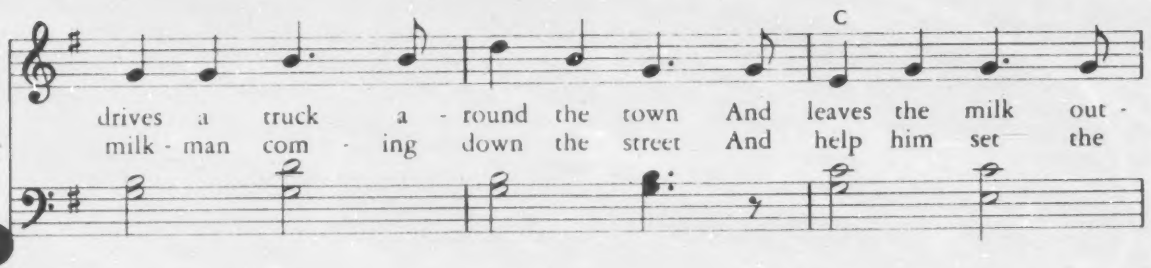
CONTINUATION ACTIVITY SHEET

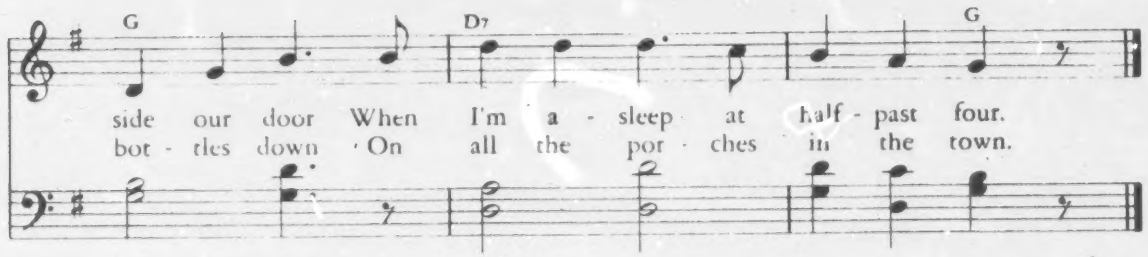
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	from home. Day of experiment, place about 1 inch of cold, heavy cream into each jar and screw tops on tightly. Seat the children on a rug and ask them to shake the jars vigorously (loosening cover once or twice to let out gas). As cream separates into lumps of butter, drain off buttermilk. Give each child a plastic spoon to spread his butter on a saltine cracker for tasting.	Baby food (or other small jars) brought by each child. A few should be provided for those who do not bring them.
Trip to local dairy farm.	8. Talk about points to be looked for on trip to dairy farm.	Call local dairy farm and arrange for class to visit.

Our Milkman

L. B. S. L. F. W.







Holidays
(Halloween)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitude toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of workers involved in production of the classroom pumpkin, each student will be able to state orally at least five of the workers involved.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have a pumpkin for children to see and handle.	1. Discuss: What was the beginning of this pumpkin? What workers were involved from seed to classroom? Who cleans the pumpkins and dries the seeds? Who packages them? Who sells them? How are they sent to the store? (train, bus, drivers, loaders, deliverymen). Who arranges them for sale in the store? Who sells them to the gardener? Who plants them? Who tends the garden and picks them? Who brings them to market? What worker brought this one here?	Large pumpkin brought by teacher or donated by a child.
Carve pumpkin into a jack-o-lantern and scrape out all seeds.	2. Talk about the size, shape, color, stem, and seeds of pumpkins. Let some children count out ten seeds.	
Sprout pumpkin seeds.	3. Sprout a few pumpkin seeds in wet washcloth in plastic bag.	Washcloth and plastic bag.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	4. Learn song.	Song: "In a Pumpkin Patch" (attached)
	5. Use suggestions in packet of teaching pictures.	Teaching Pictures: *"Holiday Theme" David C. Cook
Read stories.	6. Discuss stories.	Available stories on Halloween
Have a Halloween party.	7. Plan party.	Children will bring their costumes.

In a Pumpkin Patch

L. B. S. L. F. W.

G
D7
1&5 Three lit - tle pump - kins ly - ing ve - ry still In a
pump - kin patch on a great big hill.
Fine
G (5 times)
2. This one said, "Oh, I'm ve - ry, ve - ry green; But
3. This one said, "Oh, ___ me! ___ Oh, ___ my! To
4. This one said, "Oh, ___ I am on my way To
I'll be orange for Hal - low - e'en."
day I'll be a pump - kin pie."
be a Jack - o' - lan - tern gay."
D.C.

Children think it fun to act out this song and sing the parts individually.

Holidays
(Thanksgiving)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate child's knowledge of the relationship of jobs performed by pilgrims and the same job performed today, each student will be able to make at least one comparison.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Arrange First Thanksgiving pictures depicting pilgrims on bulletin board. Also use teaching picture.	1. Include, if possible, Mayflower, landing of pilgrims, cabin built, etc. Use suggestions in teaching picture packet.	Teaching pictures: *"Holiday Theme", David C. Cook Magazine pictures.
Read stories.	2. As stories are read, discuss the conditions of living as they relate to present day. How did they get ready for winter? How do we? Why did they have a feast? Why do we?	"Pilgrim Picture Packet" Trend Enterprises, White Bear Lake, Minn. Squanto and the Pilgrims, Anderson, Wheeler Publ.
Begin a "Thank You" picture chart or put on bulletin board.	3. Have children cut out pictures of people or things they are thankful for.	*Meet the Pilgrim Fathers, Payne, Random House
Fall food display of salty (potatoe chips), sweet (candy), bitter (almond extract), and sour (lemons) food.	4. Arrange a table with fall collection of home grown foods. Let children touch, handle and taste.	Tag board (22 x 28) or bulletin board. Teacher and children bring foods from the garden.
Dramatization.	5. Dramatize any pilgrim work activity especially interesting to children: cutting trees, cooking over open fire, washing in stream, fishing, hunting, etc. How has worker's jobs changed.	Simple role playing props (hats, shovels)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Holiday
(Christmas)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes towards the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate student's knowledge of workers involved in producing and delivering Christmas materials, the student will name at least five workers involved.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read a story of the first Christmas.	1. Read and discuss the story "Why do we celebrate the Christmas Holiday?" In the Christian world it is celebrated as the birthday of Jesus Christ. How do we celebrate? Why give gifts? How are workers a part of this?	1. Stories may come from a variety of sources - school, library, children's books, magazines, Bible.
2. Sing songs and carols. Listen to records.	2. Sing songs of many phrases of the Christmas celebration such as: Away in a Manger, Silent Night, Santa Claus is Coming to Town. How are workers involved in music?	2. Any series of school song books will supply a variety. Records from children section, Bismarck Library.
3. Make bulletin board and room decorations. Use Teaching Pictures to introduce.	3. Bulletin board, nativity science, shepherds and star. What work did the shepards do? What other workers do we find in the Christmas story?	3. *Teaching Pictures - Holiday Theme Cork Construction paper, colors, scissors, and past.
4. Decorate a christmas tree	4. Discuss workers. Make various decorations. Cut out stars, candles stockings, candy canes, etc. Make paper chains. String cranberries and popcorn. "Are there workers who make them?	4. Make tree decorations. Ask those who can bring an ornament from home.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child orally lists those people he wants to send a valentine, and orally explains some of the reasons he wishes to give them.

Holidays - Valentines Day

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Display array of valentines on bulletin board to promote discussion. Read St. Valentine story.	1. Read story. Discuss Valentine Day practices. Why do you give someone a valentine? Who can you give or send a valentine.	1. Stories attached: "St. Valentine" "Little Boy Blue's Valentine"
2. Make valentines. Use "Teaching Pictures" for ideas.	2. Make valentines from construction paper, paper lace doilies, etc. for Mother and Dad, Grandmother, Grandfather and friends.	2. * Teaching Pictures- Holiday theme Cook
3. Make a post office of shoe boxes.	3. Arrange shoe boxes in post office form. Print and number boxes and post a list of "box answers" with their number for mailing.	3. Shoe boxes brought by each child. tempra paint
4. Sing Songs	4. Sing often and enjoy them.	4. "A Valentine" "Love Somebody, Yes I Do" (attached)

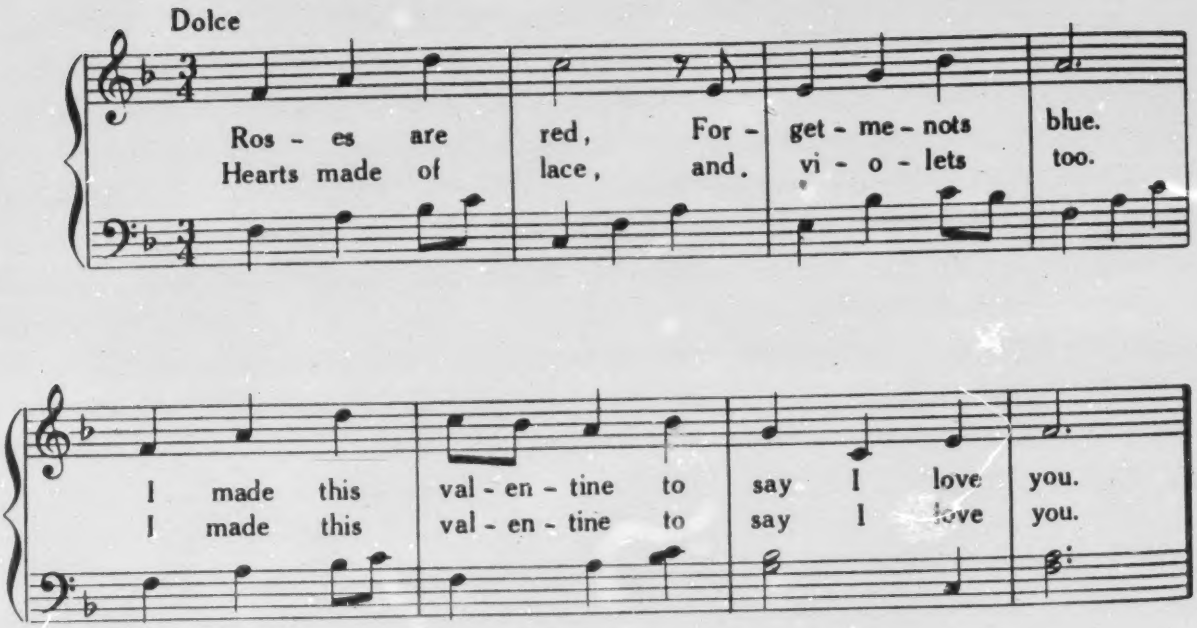
SUGGESTED CORRELATION FOR THIS ACTIVITY:

81. Love Somebody, Yes, I Do!

I love you, I love you,
I love you so well,
If I had a peanut,
I'd put you in a shell.

Old English Folk Song
(U.S. Version)

A VALENTINE


Dolce
Ros - es are red, For - get - me - nots blue.
Hearts made of lace, and. vi - o - lets too.
I made this val - en - tine to say I love you.
I made this val - en - tine to say I love you.

Suggested Stories

Little Boy Blue's Valentine

It was getting close to Valentine's Day and Little Boy Blue was thinking about Little Miss Muffet. He said, "What can I give Little Miss Muffet that she will like?"

He went to the drug store down the street and he saw a large counter with all kinds of beautiful red hearts with lace doilies and lovely pictures. The druggist offered to help Little Boy Blue. The valentine Little Boy Blue liked best of all cost 10 cents. He looked in his little purse and he only had 1 cent.

Little Boy Blue said to himself, "I need some more money." He decided to go and see Mother Goose. She was very happy to see him because she needed an errand boy to go to the store for her. When he came back she gave him 2 cents. She said, "You can help other people and earn some more pennies."

Little Boy Blue went along the street and met Jack and Jill's mother. She asked him to please help Jack, he always seems to stumble when carrying his pail of water. He helped him and Jack's mother gave him 2 cents. He had already earned 4 cents.

He walked along hoping he could earn some more money. Little Boy Blue walked by a beautiful flower garden. Mary Mary Quite Contrary was picking flowers and putting them into a basket. She asked him to please help and what do you think—she gave him one cent. Little Boy Blue had 6 shiny pennies.

The Old Woman Who Lived in the Shoe lived on the same street. She was in a terrible state. She didn't have a can of broth, and the children were so naughty she couldn't leave them. Little Boy Blue went to the store, bought the broth and the Old Woman Who Lived in the Shoe gave him 2 cents.

Old Mother Hubbard needed someone to go to the store. Little Boy Blue skipped down to the market for her and she gladly gave him 2 cents.

Little Boy Blue counted all his pennies - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. He had 10 pennies. He was so happy he skipped along on his way to the drug store. He walked along and met Tom Tom the Piper's Son who was carrying a white kitten. Tom said he did not want the kitten and was planning to throw him away. Little Boy Blue felt very sorry for the white kitten so he gave Tom his 10 pennies and said he wanted the kitten.

Here he was with the kitten in his arms, his pennies were gone, and he couldn't buy the valentine. Mother Goose saw Little Boy Blue carrying the kitten, looking very sad. Mother Goose brought him a pretty basket with a handle on which she tied a big bow. Next she fastened 2 pretty red hearts on the basket. Little Boy Blue helped her write a card, To Miss Muffet. He placed the fluffy white kitten carefully in the basket.

He carried the basket carefully to Miss Muffet. She thanked Little Boy Blue and said, "This is the loveliest valentine I have ever had in my whole life."

Saint Valentine

A humble monk called Valentine lived in a monastery across the sea. All the other monks were talented. One was an artist, another a doctor; a writer; and a teacher.

Valentine longed to be recognized and to do some great thing and thought about a great deal as he worked in his garden. He used to gather flowers which he gave to all the children. He liked to hang flowers on the door of a birthday child or a sick child. Everybody grew to love Brother Valentine.

After Valentine's death, people said, "Let us give gifts to our friends on February 14 and call it Valentine's Day. So now on St. Valentine's Day we send our friends little tokens of remembrance to say we love them.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth

SPECIFIC BEHAVIORAL OBJECTIVE:

Great Men of Our Nation:
Abraham Lincoln

To demonstrate a knowledge of types of work existing during the Lincoln Era, each child will be able to draw a label three different jobs Lincoln did during his lifetime.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Prepare a bulletin board.	1. Arrange pictures on Lincoln's life to create interest.	1. *Teaching Pictures - Holiday Theme, Cook Publ., Magazines, newspapers, packets.
2. Read stories about a. Lincoln.	2. Read and discuss story stressing his pioneer home life and the effort he made to get an education. "What was his father's work?" etc. During the course of the story of his life, how many jobs did he work at? Did he like these jobs?	2. Books: Abe Lincoln, C. I. Judson This is My Country, Barr, Whitmann Publ.
3. Draw and color a log cabin for room decoration.	3. Use any available patterns for resource or free hand drawing.	3. Use own ideas.
4. Make mural of Lincoln at many jobs he did during his lifetime.	4. Prepare a mural base. Have children draw, color, and cut out , Lincoln doing a variety of jobs. Paste to mural and add some background.	4. Use newsprint from local newspaper company.
5. Classroom discussion about Abraham Lincoln.	5. Why was Lincoln a great man? What actions made him especially important Would you feel as Lincoln did about holding people slaves? Use selected activities from "Teaching Pictures" in #1.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate child's knowledge of the relationship of jobs performed during Washington's time and the same child performed today each child will make at least one comparison and explain why he things George Washington was a great man.

Great Men of Our Nation

George Washington

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Prepare a bulletin Board with pictures of Washington's life.	1. Arrange pictures to create interest. Use teaching suggestions in packet.	1. *Teaching Pictures - Holiday Theme, Cook Publ.
2. Read stories and poems about George Washington's life.	2. Read and discuss Washington's life in early America. How does it differ from our's. How di he go to school? How did he feel about learning? Emphasize how he felt in many life situations. Ask how each pupil might feel in a similar situation.	2. Books: George Washington, C. I. Judson The Story of Mt. Vernon N. Miller
3. Song		3. Yankee Doodle
4. Have children draw an appropriate picture about some segment of George Washington's life.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop awareness of self-worth.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of his ability each student will select a part in a play or do hand work to demonstrate what he does best in preparation of Easter materials and activities.

Holiday's (Easter)

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read stories	1. Use a variety of stories about Easter stressing the new awakenings of spring flowers and baby animals.	1. Books: Happy Easter, Kurt Wiese In Johnny's Back Yard, E. K. Mecks Mr. Rabbit and the Lovely Present Zolatow Suprise Egg, S. Derman The Littlest Rabbit, R Krause any other stories from Instructor, Grade Teacher or those brought by Children.
2. Make room decorations	2. Making room decorations involves child in transforming thought into examples. Make rabbits, ducks, chicks, eggs, and Easter Hats.	2. Construction paper, crayons, posts scissors
3. Hatch eggs, Use "Teaching Pictures" to help children understand how incubator takes place of mother hen for hatching eggs.	3. Use small room incubator with clear plastic top so eggs can be watched and and a record kept of temperature and turning and days of incubation. Discuss how mother hen does this.	3. Small incubator - *Teaching Pictures Holiday Theme, Cook Publishers
4. Sing Songs	4. Sing songs with action and rhythms	4. Songs: "H ere Comes Peter Cottontail" "The Easter Bunny" From This is Music For Today Allyn and Bacon, Inc. Kindergarten
5. Dramatize	5. Dramatize story of Peter Rabbit with simple stage props.	5. Simple play props made from construction paper.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes towards world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Given a list of 6 workers that involve birds the student will identify four workers that work with birds.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Display largest color illustrations available of six or eight birds common to the area. (One at a time - as they are studied). Also bird nests if available.	1. Read and discuss information on the bird chosen for the day. Be sure to bring into the discussion - what workers these birds help by consuming either weed seeds or insects.	1. Pictures: * "Birds of Our Land" Teaching Pictures, David Cook Publ. Elgin, Ill. 60120
2. Enjoy several stories about birds.	2. Use the stories for literature and enjoy and discuss them.	2. Books: Dead Bird, Margaret Brown *Birds, Isabel Wasson True Books: Birds We Know, M. Friskey City Birds, L and J. Hawkinson *Birds Eat and Eat and Eat, Roma Gons Bird Nests, Nina Shackelford
3. Draw free hand illustrations of birds each day as they are studied.	3. Draw the illustrations color them (make male's and female to show variation in color)	
4. View filmstrips	4. View, discuss differences in colors and shapes	4. Filmstrips: Bird Study, SVE Nests and Egg of Birds 427-24 Beaks and Feet of Birds 427-25 Birds--How They Live and Help Us, SVE Birds That Live Near People 447-3 #1305 "Birds Around Us and Where to Fi Them" Bismarck Library Films
5. Take a field trip	5. Observe as many kinds of birds as possible.	
6. Sing Songs	6. Sing often and enjoy them.	6. "Robin Sings" (attached) "Birdie, Birdie Where Is Your Nest" P. 112, This Is Music For Today Kindergarten and Nursery edition

SUGGESTED CORRELATION FOR THIS ACTIVITY:

APPENDIX A

POSSIBLE FIELD TRIPS FOR KINDERGARTEN

Children:

- Fire Department
- Supermarket
- Airport
- Hospital
- Museum
- Library
- Zoo
- Service Station
- School he will attend
- Dairy Farm

or whatever area is suggested by student's interest.

Emphasis should be on the worker, the role he plays in the community, his service to us, whose father or mother does this kind of work, and why people work.

Discussion should center around attitudes toward work and the dignity of all workers.

A. Teacher-Pupil Planning

1. Plan type of trip.
2. Are students interested in going on field trip?
3. Is trip justifiable? (Can classroom provide same learning?)
4. Reason for taking trip:
   a. Develop awareness of different workers
   b. Helping them observe working conditions
   c. Awareness of interdependence of workers

B. Teacher Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips
   Develop form-sheet for the tour of business place
4. Contact business tour establishment
   a. Permission to come and definite date and time
   b. Provide information for business place being toured
      1) Number of students
      2) Age, grade level, etc.
      3) What material covered by students previously
      4) Questions students might ask
      5) Safety measures to be observed
      6) Questions workers might ask
   c. Secure any information or materials from business for students to review before going on trip

C. Pupil Preparation

1. Watch for:
   a. Working conditions
   b. Duties of workers
   c. Clothes they wear - appropriate
   d. Number of workers
   e. Safety
   f. Do workers enjoy the kind of work they are doing
2. Special instructions
   a. Appropriate clothing
   b. Conduct on tour
   c. Safety practices
   d. Courtesy throughout tour
   e. Departure time

D. Follow - Up

1. Did you enjoy the trip?
2. Would you recommend the trip for others? Why? Why not?
3. Were all questions answered?
4. Did you observe any kind of work you would enjoy doing?
5. What did you learn on this trip that you didn't learn in the classroom?

APPENDIX B

RESOURCE PEOPLE GUIDELINES

Preparation:

1. Make the initial contact.

2. Teacher should obtain background information on person so she can make the introduction.

3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc. (letter for this purpose attached) Form xx

4. Cover the area concerning the resource person before he or she comes to the classroom.

5. Give students some general knowledge of this person's field.

6. Talk about questions that they wish to have answered. (general) Have these organized so that all questions can be asked without repetition.

7. Have the resource person ask students, "What do you think I do?", before he begins his actual presentation.

8. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.

Form xx

Dear _____

My students are studying _____.
We would like to have some first hand knowledge about this area. We are very interested in the work that you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job.
2. Duties.
3. Training or preparation required.
4. Approximate starting salary - salary after ten years (average).
5. Have you been doing this same type of work all of your working life?
6. Demand for such a job.
7. Supply of workers for this occupation.
8. Physical characteristics needed.
9. Social characteristics needed.
10. Do you work alone or with others?
11. Do you need to get along and cooperate with other workers?
12. What school courses helped a great deal in preparing you for this work?
13. How do you feel after a days work? Why?
14. Why do you work?
15. Do you like this job?
16. What are the good and bad points about it?
17. How and where training can be obtained.
18. Leave plenty of time for questions.

Listed below is some information you may find useful.

Grade _____
Number of students _____
Description of facilities and equipment available _____
_____

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher

Follow-Up

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).

2. Discuss:

   a. Is this person's work useful? How?

   b. Would you like this type of work?

   c. What characteristics do you have that would be valuable in this work?

   d. What must you improve on if you were to go into this line of work?

APPENDIX C

ADDRESS OF SUPPLIERS OF RESOURCE MATERIALS

Academy Films
748 West Seward St.
Hollywood, Calif. 90038

Allyn & Bacon Inc.
College Division
Rockleigh, NJ 07647

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

American Guidance Service
Publishers Bldg.
Circle Pines, Minn. 44014

Association-Sterling Films
512 Burlington Ave.
LaGrange, IL. 60525

Association Films
660 Madison Ave.
New York, NY 10022

BFA (Bailey-Film Assoc.)
2211 Michigan Ave.
Santa Monica, CA 90404

Benefic Press
10300 W. Roosevelt Rd.
Westchester, IL 60153

Bobbs & Merrill
4300 W. 62nd St.
Indianapolis, Ind. 46268

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Childrens Press
1224 W. Van Buren St.
Chicago, IL 60607

The Child's World, Inc.
515 N. Front St., Box 711
Mankato, Minn. 56001

Chilton Book Co.
401 Walnut St.
Philadelphia, PA 19106

Churchill Films
662 N. Robertson Blvd.
Los Angeles, Calif. 90069

David C. Cook Pub. Co.
Elgin,
Illinois 60120

Communico
1735 Administration Dr.
St. Louis, MO 63141

Coronet Films
Coronet Building
65 E. South Water St.
Chicago, IL 60601

Coward-McCann, Inc.
200 Madison Ave.
New York, NY 10016

Crowell, Thomas Y.
201 Park Ave. S.
New York, NY 10003

Denoyer-Geppert
5235 Ravenswood Ave.
Chicago, IL 60640

Developmental Learning Corp.
3505 N. Ashland Ave.
Chicago, IL 60657

Dillon Press
108 Washington Ave. N.
Minneapolis, MN 55401

Walt Disney Productions
Educational Film Division
500 S. Buenavista Ave.
Burbank, Calif. 91503

Dodd, Mead & Company
79 Madison Ave.
New York, NY 10016

Doubleday & Company
501 Franklin Ave.
Garden City, NY 11530

Edu-Craft
(See Denoyer-
Geppert)

Educators Progress Service, Inc.
212-214 Center St.
Randolph, Wisc. 53956

Educational Progress Corp.
8538 E. 41st St.
Tulsa, OK 74145

Encyclopaedia Brittanica
Preview/Rental Library
1822 Pickwick Ave.
Glenview, IL 60025

Eye Gate House
146-01 Archer St.
Jamaica, NY 11435

Fearon Publishers, Inc.
2165 Park Blvd.
Palo Alto, Calif. 94306

Filmstrip House
432 Park Ave. S.
New York, NY 10016

Filmstrip of the Month
Popular Science Pub. Co.
355 Lexington Ave.
New York, NY 10017

Finney Company
3350 Gorham Ave.
Minneapolis, MN. 55426

Florida Development Commission
Film Library
Collins Bldg.
Tallahasee, Florida

Follett Educational Corp.
Customer Service Center
Box 5705
Chicago, IL 60680

Ford Market, Inc.
63 St. Anthony Blvd. N. E.
Minneapolis, MN 55421

Gel-Stenn
911-913 S. Hill St.
Los Angeles, Calif. 90015

Ginn & Company
Staler Building
125 Second Ave.
Boston, Mass. 02154

Grove Press
80 University Pl.
New York, NY 10003

Guidance Associates
41 Washington Ave.
Pleasantville, NY 10570

E. M. Hale & Co., Inc.
1201 S. Hastings Way
Eau Claire, WI 54701

Harper & Row Publishers
Keystone Industrial Park
Scranton, PA 18512

Harvey House, Inc.
5 S. Buckhout St.
New York, NY 10533

Hawthorne Book, Inc.
70 Fifth Ave.
New York, NY 10011

Highlights for Children
2300 W. Fifth Ave.
Columbus, OH 43216

Holt, Rinehart & Winston, Inc.
383 Madison Ave.
New York, NY 10017

Houghton Mifflin Co.
1900 S. Batavia Ave.
Geneva, IL 60134

Imperial Film Co.
4404 S. Florida Ave.
Lakeland, Florida 33803

Information Systems & Service
P. O. Box 1231
Milwaukee, Wisc. 53201

Instructo Corp.
Paoli,
Pennsylvania 19301

Jam Handy
2781 E. Grand Blvd.
Detroit, Michigan 48211

Alfred A. Knopf, Inc.
501 Madison Ave.
New York, NY 10022

Laidlaw Brothers
Thatcher & Madison
River Forest, IL 60305

Little Brown & Co.
34 Beacon St.
Boston, MA 02106

Long Filmslide Service
7505 Fairmount Ave.
El Cerrito, Calif.

Marrow Publications
4163 Market St.
San Diego, Calif. 92101

Macrae-Smith Co.
225 S. 15th St.
Philadelphia, PA 19102

McGraw-Hill Book Co.
330 W. 42nd St.
New York, NY 10036

Melmont Publishers
(See Childrens Press)

Milton Bradley Aids
74 Park St.
Springfield Mass. 01102

Modern Talking Picture Service
9129 Lyndale Ave. S.
Minneapolis, MN 55420

National Dairy Council
111 North Canal St.
Chicago, IL 60606

National Forum Foundation
(See American Guidance Service)

National Gallery of Art
Extension Service
Washington, DC

Net Film Service
Indiana University
Bloomington, IN 47405

F. A. Owens Publishing Co.
Dansville,
New York

Oxford Book Co.
387 Park Ave. S.
New York, NY 10016

G. P. Putnam
200 Madison Ave.
New York, NY 10016

Q Ed Productions
P. O. Box 1608
Burbank, Calif. 91505

Radim Films
220 W. 42nd St.
New York, NY 10036

Random House
201 East 50th St.
New York, NY 10022

Richard Rosen Press
29 E. 21st St.
New York, NY 10010

Rider College
Public Information Unit
Trenton, NJ 08602

Scholastic Book Service
2931 E. McCarty St.
Jefferson City, MO 65101

Scholastic Magazine, Inc.
(Weekly Reader)
902 Sylvan Ave.
Englewood Cliffs, NJ 07632

Science Research Assoc.
259 E. Erie St.
Chicago, IL 60611

Scott, Foresman & Co.
3145 Piedmont Rd. N. E.
Glenview, IL 60025

Sextant Systems
(See Information Systems
& Services)

Shell Film Library
450 N. Meridian St.
Indianapolis, Ind. 46204

Silver Burdett Company
460 S. N. W. Highway
Park Ridge, IL 60068

Society for Visual Education
1345 Diversey Parkway
Chicago, IL 60614

Steck-Vaughn Co.
Box 2028
Austin, Texas 78767

Sterling Publishing Co., Inc.
419 Park Ave. S.
New York, NY 10016

Taylor Publishing Co.
Box 597
Dallas, Texas 75221

Texaco Inc.
Mr. Smithwick
1570 Grant St.
Denver, Colo.

Thompkins Films
Box 46611
Los Angeles, Calif. 90046

Trend Enterprises
White Bear Lake,
Minnesota

U. S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

U. S. Dept. of Labor
240 New Federal Bldg.
653 Second Ave. N.
Fargo, ND 58102

Viking Press
625 Madison Ave.
New York, NY 10022

VISTA
1111 18th St. N. W.
Washington, DC 20506

J. Weston Walch, Publisher
Box 1075
Portland, Maine 04104

Franklin Watts, Inc.
575 Lexington Ave.
New York, NY 10022

Weekly Reader
(See Scholastic Magazine)

Westminster Press
Witherspoon Bldg.
Juniper & Walnut St.
Philadelphia, PA 19107

Weston Woods
Newtown Turnpike
Weston, Conn. 06880

Whitman, Albert
560 W. Lake St.
Chicago, IL 60606

John Wiley & Sons
605 Third Ave.
New York, NY 10016

H. Wilson Corporation
555 West Taft Drive
South Holland, IL 60473

APPENDIX D

INTERVIEWING GUIDELINE

Intermediate Grades

PURPOSE

We see the purpose of an interview to be an accurate personal way to obtain information. A famous social scientist, Gordon Allport, once said, "If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do - why not ask them."

Interviewing can be used as an effective way for students to gain insight into a wide variety of jobs and workers.

METHOD AND TECHNIQUES

The following rules, which also apply to professional interviewers, generally should be followed by children.

1. The purpose of the interview, or some orientation to the interview, should be given at the start.

2. The interviewer should be friendly. He should seek to elicit and maintain the cooperation of the respondent.

3. The questions should be asked exactly as stated, and usually in the order given.

4. The responses should be reported as given. The interviewer should not show that he either agrees or disagrees with the answers. (It might be a good idea to have interview teams of two for each interview - one person to ask the questions and probe for the answers, the other to record what is being said.)

5. The interviewer should prompt or probe for some answers. This should be done especially when the answer is not clear, when it is very brief, or when the respondent is reluctant to answer. This is especially important.

PREPARATION FOR INTERVIEWING

1. Students should be aware of the purpose of the interview and also what the information will be used for.

2. Students should know who they will interview and contact that person for permission before the actual interview.

3. Role-playing should be used in the classroom as practice sessions.

4. Survey possibilities for interview in your community through the yellow pages.

5. Teachers should be aware and make students aware that misinformation may result from an interview. The worker may misunderstand the question, or he may not have enough detailed information that the student is seeking.

QUESTIONAIRE

Person Interviewed _____

Person Interviewing _____

Date _____

I. Name of Occupation

General _____

Specific Name _____

II. Information About A Job

1. What are the different types of workers found in your plant?

2. What kind of work do the majority of employees do?

3. Is the work outdoors or indoors?

4. What are your job duties?

5. What are the educational and experience requirements for your job?

6. What are the physical requirements?

7. What is possible weekly or monthly earnings? (Don't force this if they don't want to tell you.)

8. What are the future opportunities?